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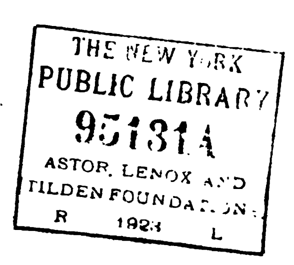
SPANISH GRAMMAR

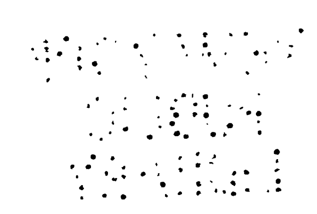
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PREFACE

The present grammar represents the third stage of an experiment which the author has been carrying on in his classes, in the attempt to provide the maximum of material for oral work, without sacrificing that drill in the elements of Grammar which, in his opinion, must form the basis of all language study pursued under the artificial conditions of the class room. The first stage was the use, for three seasons, of a pamphlet of conversation material, the second, the use in a class of beginners, of the advance sheets of a large share of this book.

In certain important respects, the result of this experiment presents a radical departure from the types of grammar now most in vogue. Detached sentences have been used in a few exercises for drill work; but elsewhere they have been discarded because of their failure to provide the important element of interest. In their place, connected dialogue and description have been introduced, based on a carefully selected vocabulary of every-day words, and illustrating the facts of form and syntax which make up the first part of each lesson. The sort of foot-note which tells the student to "use the subjunctive" or to "omit the article" without telling him why, has been discarded as well. The English to Spanish exercise has been banished from the current lesson because of the difficulty of doing satisfactory composition work with new material. Every fourth lesson has been made a composition lesson, containing only familiar material in new combinations, and preceded by a synopsis of the review on which it is based.

The grammatical facts about a given part of speech will be found somewhat more scattered than is usual, the arrangement having been determined largely by the desire to present as soon as possible the facts of the verb and the

personal pronoun, and occasionally by the exigencies of the connected exercise. Certain matter often given a prominent place will be found relegated to the later lessons. A case in point is the use of the intimate pronouns and the other forms related to them, although the forms themselves are given early in the paradigms. Model verbs are not used, and the student is made to build up the regular verbs from stem and endings. So far as possible, he is made to do this also with irregular verbs, whose regular forms are omitted from the general section devoted to verbs. This section has been reduced to its lowest terms, and should not prove at all terrifying to the beginner. The reference list of irregular verbs contains only such as might be encountered in the average non-technical text.

A word as to how the lessons may be used will not be out of place here, though in this regard every teacher will work out his own salvation. Whether the lessons are found to be too long or not, will depend on the character of each class, and the length of the recitation period. They may be conveniently divided before or after the vocabulary. In either case the sentences used to illustrate rules may properly be considered to form a part of the first half-lesson. As to the oral exercise, the author's practice is as follows. The first part is read aloud sentence by sentence by the teacher, and translated, with books closed, by members of the class. It is then translated orally by the teacher and re-translated into Spanish by the class. Next, the questions in the last part of the exercise are asked by the teacher and answered by the class, and finally, each pupil is made to ask a question bearing on the lesson. Whether all or a part of this program is carried out, depends upon the other work assigned for the hour. The questions are not at all exhaustive, and represent only a part of what the ingenious teacher can do with the material. On completing the book, the method here employed may be used with any text the class may be using as a reader.

In the composition lessons, the synopsis has been found a great help in controlling the review, and a full hour may be devoted to it if desired. The teacher who feels that these lessons do not provide sufficient composition material, may pass from them to any good composition book.

It is hoped that users of this grammar will communicate freely with the author about desirable changes and necessary corrections. It is desired to improve the book in every possible way in any future edition.

The author's sincerest thanks are due to his colleagues, Professor James P. Bird and Mr. Herbert A. Kenyon, for valuable suggestions and for reading the proof, and to Sr. D. Augusto Valenzuela of Bogotá and Sr. D. Guillermo Fernández of Mexico City for revising the Spanish exercises.

C. P. W.

ANN ARBOR, SEPT., 1909.

NOTE TO THE SECOND EDITION

In this second edition all errors that have come to my notice have been corrected, but no change of plan has seemed necessary, and the pagination corresponds to that of the first edition. It gives me great pleasure to have this opportunity of thanking those teachers who, having seen the first edition, have favored me with corrections and suggestions. Among them my especial gratitude is due to Dr. Carlos Bransby of the University of California.

C. P. W.

ANN ARBOR, AUGUST, 1910.

CONTENTS

SPANISH GRAMMAR

PRONUNCIATION

1. **The Alphabet.** The signs of the Spanish alphabet are: *a, b, c,* ch, *d, e, f, g, h, i, j,* (*k*), *l,* ll, *m, n,* ñ, *o, p, q, r,* rr, *s, t, u, v,* (*w*), *x, y, z.*

The combinations *ch, ll, ñ,* and *rr* are considered letters of the alphabet. They are to be found in the dictionaries after *c, l, n,* and *r* respectively.

k and *w* do not properly belong to the Spanish alphabet. They are used in a few foreign words only. *k* has the sound of English *k* and *w* that of English *v* or *w.*

Mute or silent letters are common in English. Spanish letters are almost invariably pronounced. There are two important exceptions.

h is always mute, and must be ignored in pronunciation.

u is mute if it follows *q* or *g* and at the same time precedes *e* or *i*: that is to say, it is mute in the combinations *gue, gui, que, qui.*

2. **The Vowels.** The vowels are **a, e, i, o, u.** They are graded according to their resonance into strong (**a, e, o**) and weak (**i, u**) vowels. Each vowel has its distinct, characteristic sound.

a has the sound of English *a* in "father."
e has the sound of English *a* in "fate."
i has the sound of English *i* in "machine."
o has the sound of English *o* in "no."
u has the sound of English *oo* in "moon."

Note. It is certain that the vowels sometimes assume flatter, or more open sounds than those given above; but as this is the result of purely natural causes, such as unaccented position in the word, or proximity of other sounds that interfere with the full vowel sound, and since the English speaking student has a natural tendency to flatten the Spanish vowels, it seems advisable to ignore these distinctions here.

3. Diphthongs and Triphthongs. (a) An English diphthong consists of two vowels pronounced as a single sound. The Spanish diphthong is a combination of two vowels so rapidly pronounced as to make but a single syllable. The vowels lose little of their individual value.

(b) Two vowels side by side do not necessarily make a diphthong. The only possible diphthongs are composed of a strong and a weak vowel (**a, e, o,** with **i, u**), or of two weak vowels (**i** with **u**). The possible combinations are, then: **ai, ei, oi, au, eu, ou, iu,** or, transposing the vowels, **ia, ie, io, ua, ue, uo, ui.**

(c) When a diphthong stands in an unstressed syllable, neither vowel is stressed more than the other. When a diphthong stands in a stressed syllable, a decided stress is placed on the strong vowel, or, in case the diphthong consist of two weak vowels, on the second weak vowel.

(d) A triphthong is a combination of a strong vowel between two weak vowels, occurring in a stressed syllable. Possible triphthongs are **iai, iei, uai, uei, iau.**

(e) The letter **y** is sometimes found in a diphthong or triphthong as the last letter of a word instead of **i.** Ex.: **hay, doy, buey.**

4. The Consonants. **f, l, m, n, p,** and **x** need not be discussed, since they sound alike in English and Spanish.

b, v. The English **b** is made by pressing the lips firmly together and violently separating them. In making the Spanish **b,** the pressure is the merest contact, and the resulting sound is much fainter. It is something between our **v** and **w.** This sound has a somewhat more explosive character after **m** or **n,** and when it is uttered emphatically. Spanish **v** is made in the same way as Spanish **b,** and is identical with it in sound, but it is never written before consonants.

ch. This sound is identical with the English **ch** in "cheese."

d is similar to the English sound, but is made by putting the tongue against the upper teeth instead of against the palate. This different contact gives Spanish **d** a sound very much like English **th** in "these."

j has the sound of a very roughly aspirated **h.** It is quite like German **ch** in "Bach."

ll has the sound of English **lli** in "million."

ñ has the sound of English **ni** in "onion."

q occurs only in the combinations **que, qui,** when it has the sound of English **k.**

r, unlike English **r,** is made forward near the teeth. It is a single roll of the tongue tip.

rr is a trilled prolongation of Spanish **r.**

s has the sound of **s** in "sister," never that of **s** in "please."

t is similar to English **t,** but, like Spanish **d,** is made against the upper teeth instead of against the palate.

y has sometimes the consonant value of English **y** in "yes," and is sometimes identical with Spanish **i.**

z has the sound of English mute **th** in "thing."

5. c, g. These consonants differ from the other Spanish consonants in that each has two quite different sounds.

c before **a, o, u,** or a consonant, has the same sound as Spanish **qu** (English **k**).

c before **e** or **i** has the sound of Spanish **z** (English **th** in "thing").

g before **a, o, u,** has the sound of English **g** in "go."

g before **e** or **i,** has the sound of Spanish **j** (rough **h**-sound).

c, qu, z, g, gu, j, gü. The sounds represented by these spellings, and their relation to each other, offer the chief difficulty in the spelling of Spanish. The following table will help to make these matters clear:

ENGLISH SOUND	SPANISH SPELLING					
	Before Vowels					Before Consonant or When Final
	a	e	i	o	u	
k	ca	que	qui	co	cu	c
th in "thing"	za	ce	ci	zo	zu	z
g in "go"	ga	gue	gui	go	gu	g
rough h-sound	ja	ge	gi	jo	ju	—
gw-sound	gua	güe	güi	guo	—	—

Note a. In *que, qui, gue, gui,* the *u* is silent, as already stated in 1. It is merely an orthographical sign-post, to show that the preceding consonant is pronounced as before *a, o, u.* In these combinations, *ue* and *ui* do not, of course, make diphthongs. In *güe, güi,* the diæresis causes the *u* to be pronounced, and *üe, üi* are diphthongs.

Note b. In a few words *j* or *z* may be written before *e* or *i.* Ex.: *traje, paje, dije, jerónimo, zigzag, zinc,* etc.

6. **Syllabification.** *a.* In dividing a word into syllables, groups of consonants of which the second is **l** or **r,** may not be separated. Exceptions to this rule are the groups **rl, sl, tl,** and **sr.**

(Inseparable) *la-bra-dor, de-cla-rar, re-fre-nar, re-gla.* (Separable) *es-la-bón, Is-ra-el, At-las, Car-los.*

b. A single consonant between vowels begins a syllable. **ch, ll, ñ, rr,** and **x** are considered single consonants.

me-dal, o-lor, a-mi-go, cie-no, pa-na-de-ro, ma-cho, ca-lle, ba-rra, e-xa-men.

c. The second of two consonants not inseparable, unless it be an **s,** begins a syllable.

ser-vir, cuan-to, en-ga-ño, res-pon-der, ar-zo-bis-po, es-ta-do, ins-truc-ción, cons-ti-tuir, pers-pi-ca-cia, trans-pi-rar.

d. The second of two vowels that do not make a diphthong, begins a syllable.

cre-er, bre-a, co-o-pe-rar, ma-es-tro, pa-ís, co-mí-ais, ba-úl.

e. Spanish compounds are regularly divided according to their elements.

des-am-pa-ro, nos-otros, vos-otros.

7. Stress and Accent. The following simple rules for determining the stressed syllable of a Spanish word, are now universally followed, although a different system prevails in books issued previous to 1888, at which time these rules were fixed by the Spanish Academy.

a. A word ending in a vowel, or *n* or *s*, is regularly stressed on the next to the last syllable (penult).

alto, grande, tierra, aman, imposible, antiguo, venia, fragua, etc.

b. A word ending in a consonant, other than *n* or *s*, is regularly stressed on the last syllable.

usted, mujer, abril, vecindad.

c. Many words are irregular, and do not conform to these rules. Such words always have the syllable to be stressed plainly indicated by the acute accent (′) over the vowel.

hablé, llegó, comí, tendrás, también. (Exceptions to *a.*)
huésped, carácter, árbol, etc. (Exceptions to *b.*)

d. Any word stressed farther back than the next to the last syllable, must have the acute accent on the stressed syllable.

ánima, espíritu, dígamelo, tímidamente.

e. Monosyllables regularly require no written accent.

rey, yo, de, cal.

f. A written accent placed over a syllable that contains a diphthong, falls on the strong vowel, or on the second of two weak vowels, in accordance with the principle expressed in 3 *c.* A triphthong takes the accent over the strong vowel.

8. The Acute Accent. The acute accent is the only accent used in modern Spanish.

a. The acute accent is used chiefly to point out irregularly stressed syllables, as indicated in 7.

b. It is also used to break up a diphthong: that is, to show that contiguous vowels which would normally make a diphthong or triphthong (see 3 *b*), belong to different syllables. When used in this way the accent stands always over a weak vowel (over the first weak in the case of two weaks, over the weak in the case of a strong and a weak, and over the first weak of a triphthong).

baúl, país, impíos, flúido, comíais.

c. It is often used to distinguish two words which are spelled and pronounced the same, but which have a different meaning or use.

tú, you	*tu,* your
él, he	*el,* the
éste, this one	*este,* this (adj.)

d. With a few monosyllables it is used arbitrarily.

á, ó, ú, é, dí, ví, fué, etc.

Note. In this book, in accordance with common usage, an accent is never written over a capital letter.

9. Capitalization. The use of the capitals in Spanish is in general the same as in English.

Exceptions. (*a*) The pronoun *yo,* "I," the days of the week, the months of the year, and proper adjectives, are not capitalized when they stand in the body of a sentence. (*b*) Adjectives of nationality used as nouns, may or may not be capitalized. (*c*) Names of languages are not capitalized. Ex.: *Los Españoles hablan español.* The Spaniards speak Spanish.

10. Punctuation. The chief peculiarities of Spanish punctuation are:—*a.* Inverted question marks (¿) and exclamation points (¡) at the beginning of questions and exclamations. *b.* Use of the dash instead of quotation marks in dialogue. *c.* In an extensive quotation, the use of the quotation mark (") at the beginning of each line. *d.* Frequent use of suspension points (...) to indicate an incomplete sentence.

11. Irregularities of Pronunciation. The pronunciation of Spanish indicated above, is based on the speech of an educated native of Madrid. The Spanish of certain parts of Spain, and of certain Spanish-American countries varies somewhat from this standard, but no more than the English of London and of New York and of New Orleans differ from each other. It is thought that an exposition of the peculiarities of the Spanish spoken outside of Castile, would tend, at this point, to confuse the student. In practice they are very readily acquired by anyone who has a tolerable facility in the use of the Castilian.

Any individual words that may be irregular in pronunciation, will be commented on as they occur in the following lessons.

12. Some Suggestions. (*a*) There are many Spanish words that are written like the corresponding English words of Latin origin. The student, coming across them for the first time, has a tendency to pronounce them in the familiar way. He may be sure in advance that he is wrong. Such words require especial care.

con-ti-nen-tal, per-so-nal, doc-tor, va-lor, di-ges-tión, re-li-gión, cir-cu-lar, me-tal, cri-sis, ter-mi-nal.

b. Many English vowels are impure, and end in a glide, as can be seen by pronouncing, rather slowly, "can" (că-ŭn), "spell" (spĕ-ŭl), "bone" (bō-ŭn). The Spanish vowels are free from this glide, and are enunciated with a certain crispness.

c. In a Spanish word, no matter how long, each vowel has its characteristic sound. It does not break down into an indeterminate ŭ-sound, as internal vowels often do in English, when not accented.

ca-rac-te-rís-ti-co, characteristic.
res-pon-sa-bi-li-dad, responsibility.
ex-tra-or-di-na-ria-men-te, extraordinarily.

d. Those who have studied French must be careful not to give the syllables *an, on, en,* etc., the French nasal sound, nor to pronounce final *e* as mute, in the syllables *de, me, te, se, que,* etc.

e. Always stress a syllable that has a written accent.

fácil, difícil, carácter, nación, retórico, telégrafo, teléfono, etc.

f. In writing, remember that doubled consonants almost never occur in Spanish.

inmenso, immense; *atención,* attention; *aniversario,* anniversary; *afirmar,* affirm; *aproximar,* approximate; *pasando,* passing.

EXERCISES IN PRONUNCIATION.

Note. This exercise after being used for oral drill, should be used as a dictation exercise. The reason for each written accent should be brought out.

a, e, i, o, u, f, l, m, n, p, r, s, t: me, le, la, lo, fe, ni, no, en, el, un, fil, pan, amo, pena, mono, polo, mula, fano, foro, era, fulano, meloso, lesa, liso, panela, minuto, peseta, Teresa, tiro, sumo, marino, perulero, tupé, papá, salí, amó, Perú, eran, pusimos.

ch, h, ll, ñ, r final and initial, *rr*: chucha, chino, hache, macho, hallar, hulla, lloroso, rollo, relleno, pillito, ella, mañana, ñapa, peña.

añoso, riñe, ruñar, sañudo, rana, arre, parra, arrimar, marrullero, horror, sur, ahora, vehículo.

d, b, v, y: boda, beber, bayeta, badila, sabido, fábula, burro, madera, red, tened, de, don, maduro, vivir, varonil, voto, revelar, pavura, villa, raya, yerro, huye, yema, yo, hoyo.

c, qu, z, g, gu, j: calle, toco, recuperar, cecina, décimo, racimo, duque, máquina, caza, zurrón, zizaña, haz, coz, pagar, lógico, geólogo, guerra, guijo, guiar, caja, jamón, majadero, judicar, figura, Jesús, jiba, zero, cero, zorro, mazo, jumelos, quemar, gula.

Inseparable consonant groups: tabla, blando, brazo, abrasar, clima, tecla, crocodilo, necrosis, drama, padre, flor, franela, perífrasis, glotón, miraglo, greña, vinagre, pluma, aplomo, profeta, apretado, tren, patrono.

Separable consonant groups: esbelto, escaldar, esforzar, esgrima, eslabón, esmalta, esparcido, esquela, esquina, estanco, Carlota, doctor, empresa, hombre, manzana, olmo, fornido, órdenes, alerta, cesante, excepto, apto, burgo, expansivo, atlántico, balcón, alhaja, falange, carbón, dando, hermano, designar, tratarse, honra, conyugal, volverá, ensalzaba, ninfa, golpe, albergue, parezca, orquesta, servir, ennegrecer, aceder, adlátere, admirar, dogma, himno, anhelo, monjita, Archena, rasgo, enfado, inmenso, inquisidor, plazga, Jorge, envolver, Elche.

transcurrir, esclavo, escribir, esdrújulo, explosión, transparentar, obscuro, exclamar, transformación, complacer, entrar, pamfleta, constructor.

Diphthongs and triphthongs: retraimiento, baile, reinado, boina, caudillo, jaula, reunión, deuda, ciudad, Miura, familia, viaja, bou, sociedad, nadie, tierra, prestigio, dió, perpetua, guardarropa, cuando, frecuentar, nuevas, agüero, antiguo, virtuosa, cuota, ruidoso, Luis, argüir, fiais, apreciáis, apreciéis, averigüáis, averigüéis, Miau, hay, voy, rey, muy, guay, buey, influencia, Biblia, elección, monstruo.

Non-diphthongs: Bilbao, maestro, Joaquín, coexistir, león, idea, créeme, loor, país, creímos, oído, baúl, todavía, varíen, continúe, púa, dúo, impíos, flúido, huíais.

Names of letters of the alphabet: a, be, ce, che, de, e, efe, ge, hache, i, jota, (ka), ele, elle, eme, ene, eñe, o, pe, cu, ere, erre, ese, te, u, ve, (doble ve), equis, y griega, zeta.

ESSENTIALS OF GRAMMAR

LESSON I.

Remark. All words given in this lesson should be memorized.

13. Gender of Nouns. Spanish nouns, including the names of things, have either masculine or feminine gender. Some nouns give us a clue to their gender, in their form, or their meaning.

Note. For the benefit of those who have studied French or Latin, it may be stated that the gender of the Spanish noun is generally that of the related French noun, and that of the Latin noun, except that Latin neuters are masculine in Spanish.

a. Most nouns that end in *o* are masculine. Most nouns that end in *a* are feminine. The most important exceptions are *mano,* f., "hand," and *día,* m., "day."

b. The names of male beings are masculine, and the names of female beings are feminine.

c. Names of female beings are often like the corresponding names of male beings, except that they end in *a.*

hermano, brother	*hermana,* sister
hijo, son	*hija,* daughter
muchacho, boy	*muchacha,* girl
niño, child (male)	*niña,* child (female)
señor, gentleman	*señora,* lady
maestro, teacher (man)	*maestra,* teacher (woman)

14. Plural of Nouns. In general, Spanish nouns form their plural by adding *s* or *es* to the singular according to the following rules:

a. Nouns ending in a vowel (or diphthong) add *s*:

hijo, hijos; hermana, hermanas.

b. Nouns ending in a consonant (including *y*) add *es*:

señor, señores.

c. As *z* does not regularly stand before *e,* nouns ending in this letter must change *z* to *c* before adding *es.* (See 5.)

voz, voice; *voces,* voices.

15. Definite Article. The definite article, "the" in English, has the following forms:

Masculine. Singular *el.* Plural *los.*
Feminine. Singular *la.* Plural *las.*

a. The definite article always precedes the noun it modifies, and regularly agrees with it in number and gender.

el señor, la maestra, los muchachos, las hijas.

Note. The noun *agua,* "water," and all feminine singular nouns that begin with stressed *a* or *ha,* require the masculine article *el* instead of the feminine *la,* thus: *el agua.* This violation of the rules of agreement is to avoid the unpleasant prolongation of the *a*-sound.

b. The preposition *de,* "of, from," followed by *el,* contracts with it to *del.* The preposition *á,* "to," followed by *el,* contracts with it to *al.*

16. Indefinite Article. The indefinite article, English "a, an," like the definite article, precedes its noun and agrees with it. It has but two forms: **un**, masculine singular, and **una**, feminine singular.

un niño, una niña.

a. In English the article (both definite and indefinite), may be made to serve two or more nouns. In Spanish, the articles must be repeated before each noun:

El niño y la niña. The boy and girl.
Una señora y un señor. A lady and gentleman.

17. Possessive Case. As the Spanish noun has no special form for the possessive, it is necessary to employ the preposition **de** to express this relation thus: *el sombrero de la niña,* the child's hat; *las flores del muchacho,* the boy's flowers.

EXERCISE.

Give the gender of the following nouns:

libro, book
casa, house
hombre, man
perro, dog
padre, father
mesa, table
dinero, money
presidente, president

Give the plurals of the following nouns, and of those already learned, and give the reason for the plural form:

clase, f., class, recitation	*comedor,* m., dining-room
sombrero, m., hat	*rey,* m., King
flor, f., flower	*lengua,* f, language
despacho, m., sitting-room, office	*voz,* f., voice

Translate orally into English: 1. El comedor del rey. 2. Los libros de los maestros. 3. Las voces de las niñas. 4. El padre de la muchacha. 5. De la clase á la casa. 6. Del presidente al rey. 7. Del despacho á la clase. 8. Las clases del día. 9. La mesa del comedor. 10. Los perros del niño.

Translate orally into Spanish: 1. The King's son. 2. From the dining-room to the sitting-room. 3. A boy of the class. 4. A man's sister. 5. The gentlemen's books. 6. The girl's hands. 7. The children's father. 8. A president's brother. 9. The language of the gentlemen. 10. The ladies' money.

LESSON II.

18. The Verb, Infinitives, the Three Conjugations. The Spanish verb has more forms than the English verb. The name of the verb, and the form by which it is to be found in the vocabularies, is the infinitive. All Spanish infinitives end in **-ar, -er,** or **-ir.**

hablar, to speak; *comer,* to eat; *vivir,* to live.

Verbs are grouped into three conjugations on the basis of the three infinitive endings. Verbs of the first conjugation (*-ar* verbs) differ widely in form from verbs of the second (*-er* verbs) and third (*-ir* verbs) conjugations. Verbs of the second and third conjugations are conjugated alike in all but four forms out of fifty-nine.

19. Stem and Endings. The stem of a verb may be found by cutting off the infinitive ending.

habl- *com-* *viv-*

To this stem, which we shall call the stem of the infinitive, are added the "endings," which express distinctions of person, number, tense, and mode.

20. Regular and Irregular Verbs. A **regular** verb is one, all of whose forms may be derived from the infinitive: *i. e.*, all of whose forms may be made by adding appropriate endings to the stem of the infinitive. An **irregular** verb may have more than one stem, or it may have "irregular" endings.

21. The Present Indicative. The endings for the present tense, indicative mode, are:

PERSON	FIRST CONJ.	SECOND CONJ.	THIRD CONJ.
		SINGULAR	
1.	**-o**	**-o**	**-o**
2.	**-as**	**-es**	**-es**
3.	**-a**	**-e**	**-e**
		PLURAL	
1.	**-amos**	**-emos**	**-imos**
2.	**-áis**	**-éis**	**-ís**
3.	**-an**	**-en**	**-en**

Applying these endings to stems of regular verbs, we get:

hablo, I speak	*como*, I eat	*vivo*, I live
hablas, you speak	*comes*, you eat	*vives*, you live
habla, he speaks, she speaks	*come*, he eats, she eats	*vive*, he lives, she lives
hablamos, we speak	*comemos*, we eat	*vivimos*, we live
habláis, you speak	*coméis*, you eat	*vivís*, you live
hablan, they speak	*comen*, they eat	*viven*, they live

Note. It is clear from these models that the endings express the number and person of the subject of the verb, and in this respect perform the function of the personal pronouns, which are usually omitted. If the subject of a verb is a noun, the verb agrees with it in number.

El discípulo estudia mucho. The pupil studies a great deal.
Los discípulos estudian mucho. The pupils study a great deal.

DRILL.

In similar way form the present indicative of each of the verbs given in the vocabulary. Repeat orally.

Note. In conjugating orally the learner should consider most carefully the stress of each verb form. In the present indicative the stress falls on the stem in all forms except the first and second persons plural.

22. Use of the Present Indicative. The forms of the present indicative express, not only simple statements in

present time, but also the emphatic present, expressed in English by the auxiliary "do," "does," and the progressive present (Eng., "I am speaking," etc.).

hablamos, we speak, we are speaking, we do speak.

23. Non-inflection of Spanish Noun. The Spanish noun does not vary in form to express the objective (accusative) case, the possessive (genitive) case, or the indirect objective (dative) case. Its form is the same whether used as subject, direct or indirect object of a verb, or object of a preposition. (For the possessive see 17.)

24. Noun as Indirect Object. The noun used as indirect object of a verb, is preceded by the preposition **á**, "to," or **para**, "for."

Juan compra el libro para María. John buys the book for Mary.

Juan lleva el libro á María. John takes the book to Mary.

Note. These prepositions are never omitted as their equivalents often are in English.

John buys Mary the book.
John takes Mary the book.

25. Word-order. *a. Affirmative.* The normal order of the simple affirmative sentence is: subject (if expressed), verb, object (if any).

María compra libros. Mary buys books.

Compramos un sombrero. We are buying a hat.

b. Interrogative. An affirmative sentence is made interrogative by inverting the order of subject and verb.

¿Compra María libros? Is Mary buying books?

If no subject is expressed, the order is the same as in the affirmative sentence. Question marks or the inflection of the voice show that the sentence is interrogative.

¿Compran un sombrero para Juan? Are they buying a hat for John?

In an interrogative sentence, if the subject of the verb is not a pronoun, the object may come before the subject, particularly if it be shorter than the subject.

¿Compra libros el hijo del maestro? Is the teacher's son buying books?

c. Negative. An affirmative or an interrogative sentence may be made negative by placing the adverb *no* before the verb.

María no compra libros. Mary does not buy books.

¿No compran un sombrero para Juan? Are they not buying a hat for John?

Note. In English, sentences are made interrogative or negative with the help of the auxiliary "do." There is no equivalent for this auxiliary in Spanish. In negative sentences, no must be translated "no" or "not," according to the sentence.

VOCABULARY

VERBS.

aprender, to learn.
bajar, to go down, to come down.
beber, to drink.
cantar, to sing.
comer, to eat.
comprar, to buy.
correr, to run.
entrar en, to go into, to come into.
escribir, to write.
estudiar, to study.
fumar, to smoke.
hablar, to speak, to talk.
hallar, to find.
llevar, to bring, to take, (= carry).
tomar, to take.
trabajar, to work.
vivir, to live.

NOUNS.

discípulo, -a, pupil.
Juan, John.
lección, f., lesson.
María, Mary.
señor, -a, Sir, Madam.
tienda, store, shop.*

ADVERBS.

aquí, here.
bien, well.
demasiado, too, too much.
mal, badly.
mucho, much, a great deal
no, no, not.
poco, little.
sí, yes.
también, also.

PREPOSITIONS.

con, with.
en, in, on.
para, for.

CONJUNCTIONS.

ó, or.
pero, but.
y, and.

*Gender of nouns in vocabularies is not indicated, if regular. (See 13.)

EXERCISE II.

(*a*). Aprendo bien. ¿Aprendes bien? ¿No aprendes bien? No aprendo bien. ¿Canto bien? No cantas mal. ¿No canto mal? Cantas bien. Juan corre mucho. ¿Corre mucho? ¿No corre Juan mucho? Juan no corre mucho. María estudia poco. ¿Estudia María poco? ¿Vivimos aquí? Vivís aquí. ¿No escribimos? No escribís. Los muchachos trabajan. ¿Trabajan los muchachos? Las muchachas trabajan también. ¿Trabajan las muchachas también? ¿Estudiáis ó trabajáis? Estudiamos y trabajamos.

(*b*). El maestro vive aquí. El maestro baja al comedor. Come y bebe. Fuma pero no fuma demasiado. Entra en el despacho. Halla dinero en la mesa. Lleva el dinero á una tienda. Compra libros con el dinero. Compra libros para los discípulos. Lleva los libros de la tienda á la clase. Los discípulos toman los libros de las manos del maestro. Estudian en los libros. Estudian las lecciones. Aprenden una lengua. Los niños aprenden bien, pero las niñas aprenden mal. María habla demasiado y estudia poco: corre y canta y escribe en el libro del maestro.

(*c*). ¿Vive el maestro aquí?
Sí, señor, el maestro vive aquí.
¿Baja el maestro al despacho?
No, señor. El maestro baja al comedor.
¿Fuma mucho el maestro?
No, señora: pero come y bebe mucho.
¿Comes mucho?
¿No fumáis demasiado?
¿Halla el maestro dinero en el comedor?
¿Lleva el maestro el dinero á la clase?
¿Compra flores en la tienda?
¿No compran los discípulos flores para el maestro?
¿Compra el maestro un sombrero con el dinero?
¿Estudiáis una lengua?
¿Estudiáis en el comedor, ó en el despacho?
¿Aprendes bien ó mal?

LESSON III.

26. Personal Pronouns used as Subject. The personal pronouns have different forms, according as they are used as subject or object. The forms used as subject follow:

	Person	Form	English
SINGULAR	1	**yo**	I
	2 "intimate"	**tú**	you
	2 "ordinary"	**usted**	you
	3	**él**, *m.*, **ella**, *f.*	he, she, (it)
PLURAL	1	**nosotros**, *m.*, **nosotras**, *f.*	we
	2 "intimate"	**vosotros**, *m.*, **vosotras**, *f.*	you
	2 "ordinary"	**ustedes**	you
	3	**ellos**, *m.*, **ellas**, *f.*	they

27. Use of the Subject Pronouns.

a. We have nothing in English corresponding to the so-called "intimate" forms of the second person singular and plural. They correspond more nearly to the German *du* and *ihr*, and French *tu*. They are used in addressing near relatives and intimate friends, as well as animals and inferiors. Since they might be used but rarely by foreigners in Spain, they will occur but rarely in this book. Naturally, the student will find them constantly in his reading.

b. Usted and *ustedes* are the pronouns of ordinary address. *They are used with the third person singular and plural of the verb, respectively.*

Usted habla mucho. You talk a great deal.
Ustedes comen poco. You eat little.

Note. The reason for this peculiar usage is that usted is derived from two words meaning "your grace." A similar use prevails in English, with titles.

Your grace has ..., Your Majesty is ..., etc.

c. Usted and *ustedes* are commonly abbreviated *V., VV.,* or *Vd., Vds.*

d. With the exception of *usted* and *ustedes,* the subject pronouns agree with their verb in person and number.

e. Since names of things have grammatical gender in Spanish, it is clear that *él* and *ella,* when referring to things, are translated by English *"it."*

DRILL.

Conjugate orally any verb in Lesson II, placing before each form the corresponding subject-pronoun or pronouns. *Yo trabajo,* etc. Conjugate negatively, *Yo no trabajo,* etc. Conjugate interrogatively, *¿Trabajo yo?* etc., and both negatively and interrogatively, *¿No trabajo yo?* etc.

28. Omission of Subject Pronouns. Since the verb-ending makes clear, in most cases, the person and number of the subject, the subject pronoun is often omitted. It *must* be expressed, however, when it is not perfectly clear what the subject is, and also to bring out emphasis or contrast. *Usted* and *ustedes* are generally expressed, even where there is no ambiguity. If they stand as subject of more than one verb, they are commonly expressed but once.

Aprendo. Estudiamos. Trabajáis y estudiáis.
El canta pero ella no canta. (Expressed for contrast.)
Juan y María trabajan. El estudia también. (Not clear without pronoun.)
Usted habla. Usted habla y escribe.
¿Habla y escribe usted?

29. The irregular verb *tener*. *Tener,* "to have," expresses ownership or temporary possession. It is quite irregular.

PRESENT INDICATIVE.

SINGULAR	PLURAL
1. *tengo,* I have	1. *tenemos,* we have
2. *tienes,* you have	2. *tenéis,* you have
3. *tiene,* he has, she has, you have	3. *tienen,* they have, you have

30. English "must" and "ought."

a. Obligation and compulsion are expressed in Spanish by some form of *tener,* followed by *que,* and an infinitive.

Tengo que comer ahora. I must eat now.
¿Tiene que estudiar? Does he have to study?
Tienen que trabajar. They have to work.

b. Duty or moral obligation is expressed by the regular verb *deber,* and an infinitive.

Usted debe aprender una lengua. You ought to learn a language.
Debemos estudiar la lección. We should study the lesson.

31. ***Para* with Infinitive.** Purpose may be expressed by **para** and the infinitive.

El niño estudia para aprender. The child studies to (in order to) learn.

32. Interrogative Word-order. If a sentence contains an interrogative word, it generally begins the sentence.

¿Por qué estudia usted ahora? Why do you study now?
¿Dónde vive el muchacho? Where does the boy live?
¿Qué compra el maestro? What is the teacher buying?

32A. English indefinite *some* and *any* are not expressed in Spanish.

Tengo flores. I have some flowers.
María no tiene libros. Mary hasn't any (= has no) books.

VOCABULARY.

VERBS.

deber, to owe, "ought."
desear, to wish, want.
enseñar, to teach.
entrar, to go in, come in (intransitive).
significar, to mean, signify.
tener, to have.
tener que, to have to, "must."
terminar, to finish, end.

NOUNS.

amigo, -a, friend.
carta, letter.
ejercicio, exercise.
España, Spain.
español, m., Spanish
inglés, m., English.
José, Joseph.
palabra, word.
pizarrón, m., blackboard.
sustantivo, noun.
verbo, verb.

ADVERBS.

ahora, now.
antes, first.
después, afterwards.
hoy, to-day.

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porque, because (conj.).
Hola! Hello! (interjection.)
qué? what? (interrogative adjective or pronoun.)
por qué? why? (interrogative adverb.)
dónde? where? (interrogative adverb.)
quién? who? whom? (interrogative pronoun.)

EXERCISE III.

(*a*). ¿Qué tengo? Usted tiene un sombrero. ¿Qué tiene usted? Tengo un perro. ¿Qué tiene María? María tiene la carta. ¿Tenemos amigos? Ustedes tienen amigos y amigas. ¿No tienen ustedes hermanos? Tenemos una hermana. ¿Tiene el maestro discípulos? El maestro tiene discípulos y la maestra tiene discípulas.

(*b*). ¿Qué desea usted? Deseo entrar. ¿Por qué desea usted entrar? Deseo entrar porque deseo hablar con José. José escribe en el despacho. ¡Hola! José. ¿Escribe usted el ejercicio para el maestro? No, señor. Escribo una carta. ¿A quién escribe usted la carta? Escribo la carta á un amigo. ¿Dónde vive el amigo? ¿Vive aquí? Vive en España. ¿No tiene usted que estudiar hoy? Sí; pero antes deseo terminar la carta. Usted debe estudiar ahora y terminar la carta después.

(*c*). ¿Qué enseña el maestro? El maestro enseña una lengua. ¿Qué lengua enseña el maestro? El maestro enseña español. ¿A quién enseña español el maestro? Enseña español á los discípulos. ¿Dónde escribe las palabras? Escribe las palabras en el pizarrón. ¿Escribe inglés ó español? Escribe español. ¿Qué palabras escribe? Escribe las palabras sustantivo y verbo. ¿Qué significan sustantivo y verbo en inglés? Sustantivo significa "noun" y verbo significa "verb."

(*d*). ¿Qué desea el señor?
¿Dónde desea el señor entrar?
¿Con quién desea hablar?
¿A quién escribe José?
¿Por qué no estudia?
¿Por qué no estudia antes?
¿No debe trabajar antes?
¿Tiene que trabajar después?
¿Qué aprendemos?
¿Qué lengua aprendemos?
¿Quién enseña español?
¿Estudiamos inglés ó español?
¿Qué significa "casa" en inglés?
¿Qué significa "blackboard" en español?
¿Qué lengua habla el maestro?
¿Habla inglés el discípulo?
¿Habla usted español?

LESSON IV.

SYNOPSIS.

Note. The figures in heavy type refer to the paragraphs of the foregoing lessons.

ARTICLE—(a) indefinite, forms and use, (16)
(b) definite, forms and use, (15)

NOUN—(a) gender, (13)
(b) number, (14)
(c) case, (17, 23, 24)

PRONOUN—Personal—(a) subject forms, (26)
(b) " " use, (27)
(c) " " omission, (28)

VERB—regular, (a) infinitives, stem, endings, (18, 19, 20)
(b) present indicative, forms and use, (21, 22)
—irregular, (a) tener, present indicative, (29)

MISCELLANEOUS—Word-order, (25, 32)
"Must" and "ought," (30)
Para with infinitive, (31)

EXERCISE IV.

Turn into Spanish. 1. The boy learns the lessons. 2. The girls go into the store. 3. A girl writes a letter to a friend. 4. A pupil writes an exercise. 5. We buy flowers for Mary. 6. The children carry the book to the class. 7. The teacher's son finds money on the table. 8. He buys a hat with the money. 9. The King does not smoke too much. 10. Does John smoke a great deal? 11. I am working and you (*intimate sing.*) are working also. 12. Are you studying (*ordinary sing.*) in order to learn? 13. Does the lady's friend live here? 14. He speaks English and she speaks Spanish. 15. The children ought to come in now. 16. We (*fem.*) have a sister and you (*intimate plu.*) have a brother. 17. Must I sing for the teacher? 18. Do you wish (*ordinary plu.*) to come in? 19. I have to go down to the sitting-room to finish the letter. 20. You should (*intimate plu.*) write the words on the blackboard. 21. What does the word mean? 22. What language do you teach? 23. To whom are you bringing the water? 24. Why does the dog not come in? 25. The boys and girls are studying with the teacher. 26. Where do they (*fem.*) live? 27. Are you not running (*intimate sing.*) too much? 28. Where do they (*masc.*) write the words "noun" and "verb"? 29. Is not

Joseph now living in Spain? 30. We are coming in because we ought to study to-day. 31. You (*intimate plu.*) sing well, but they (*fem.*) sing badly. 32. I have some books. 33. John has not any classes to-day.

LESSON V.

33. Agreement of Adjectives. An adjective varies in form for gender and number, and must agree in gender and number with the noun it modifies.

una niña buena, a good girl; *niños buenos,* good boys.

34. Plural of Descriptive Adjectives. Descriptive adjectives form their plural in the same way as nouns. (See 14.)

americano, americanos; inglés, ingleses; fácil, fáciles.

35. Gender of Descriptive Adjectives. Most descriptive adjectives end in **o** in the masculine singular, and change **o** to **a** to form the feminine singular.

bueno, buena; malo, mala.

Those which do not end in *o* in the masculine, do not change to form the feminine, but remain the same.

un muchacho grande; una niña grande.

a. An important exception is that an adjective signifying nationality, if it ends in a consonant, adds *a* to the masculine to form the feminine.

español, española, Spanish.
francés, francesa, French.

36. Position of Descriptive Adjectives. Descriptive adjectives regularly follow the noun they modify.

a. Otro, "other," "another," and all adjectives of quantity precede their noun.

otro libro español, another Spanish book.
muchos libros, many books.

b. When two adjectives of equal value modify the same noun, they follow it, and are connected with each other by the conjunction *y* (*é* before a word beginning with *i* or *hi*).

un libro grande y hermoso, a large handsome book.

c. In case the adjectives are of unequal value, the one which comes nearest the noun in English, follows the Spanish noun, and the other precedes it. In general adjectives of unequal value may be recognized by the fact that if connected by *y* the result is nonsense.

el hermoso muchacho francés, the handsome French boy.

37. Adjectives used as Nouns. Adjectives are often used substantively accompanied by the appropriate definite article, the noun modified being implied.

Usted tiene el libro bueno y yo tengo el malo. You have the good book and I have the bad one.

Los aplicados trabajan y los perezosos no trabajan. The industrious work, and the lazy do not work.

Los Españoles viven en España. The Spanish live in Spain.

a. Adjectives of nationality may be used substantively for the name of a language. They then take the masculine article, which is generally omitted however after the prepositions *en* or *de;* also after the verbs *hablar, aprender, enseñar, estudiar* and *escribir,* unless an adverb stands between the verb and the adjective, in which case the article is used.

El inglés es difícil. English is hard.

Escribimos el ejercicio en español. We are writing the exercise in Spanish.

El maestro de español tiene muchos discípulos. The teacher of Spanish has many pupils.

El señor habla inglés y español. The gentleman speaks English and Spanish.

Nosotros aprendemos francés. We are learning French.

El discípulo habla bien el inglés. The pupil speaks English well.

38. The verb *ser*. The present indicative of the irregular verb *ser,* "to be," is as follows:

SINGULAR	PLURAL
1. *soy,* I am	1. *somos,* we are
2. *eres,* you are	2. *sois,* you are
3. *es,* he (she, it) is, you are	3. *son,* they are, you are

Note. English "it is," impersonal, is expressed in Spanish by *es,* without a pronoun; but the Spaniard does not use the impersonal *es* in replying to the question *¿Quién es?* "Who is it?" The Spanish usage follows:

It is I	*Yo soy*	or	*Soy yo*
It is you	*Usted es*		*Es usted*
It is we	*Nosotros somos*		*Somos nosotros*
It is they, etc.	*Ellos son*		*Son ellos*
Is it you?	*¿Es usted?* etc.		

39. Numerals. The cardinal numerals from one to ten are: **uno** (*fem.* **una**), **dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez.** They are uninflected, excepting **uno,** and stand before their noun.

Note. The masculine *uno* loses its final *o* when used with a noun.

un libro

40. Idiomatic. Age. Age is expressed in Spanish by the idiomatic use of *tener.*

¿Cuántos años tiene usted? How old are you? (*Literally,* How many years have you?)

Tengo ocho años. I am eight years old. (*Literally,* I have eight years.)

41. Word-order. In an interrogative sentence, a predicate adjective regularly comes between the verb and the subject, if the subject be a noun.

¿Es alemán el niño? Is the child German?

¿Son aplicados los discípulos? Are the pupils diligent?

¿Es usted inglés? Are you English?

DRILL.

Turn into Spanish: A good boy; a pretty girl; a diligent pupil; difficult lessons; the French teachers; Spanish children; German words; long letters; the small class; handsome stores; a large house; easy languages; another day; the other hand; how many books? how much money? many friends.

VOCABULARY.

VERBS.

llamar, to call, knock.
tratar, to treat.

NOUNS.

año, year.
capítulo, chapter.
clase, f., class, kind.
gramática, grammar.
Luis, Louis.
página, page.
regla, rule.

ADVERBS.

al contrario, on the contrary.
allí, there.
mañana, to-morrow.
muy, very.
pasado mañana, day after to-morrow.
un poquito, a little bit.

POSSESSIVE PRONOUN.

de quién? of whom, whose?

ADJECTIVES.

alemán, -a, German.
americano, -a, American.
aplicado, -a, industrious.
bonito, -a, pretty.
bueno, -a, good.
corto, -a, short.
cuánto, -a? how much?
cuántos, -as? how many?
difícil, hard, difficult.
español, -a, Spanish.
fácil, easy.
francés, -a, French.
grande, big, large.
hermoso, -a, handsome.
inglés, -a, English.
largo, -a, long.
malo, -a, bad.
otro, -a, other, another.
pequeño, -a, little, small.
perezoso, -a, lazy.

ADJECTIVE OR PRONOUN.

mucho, -a, much.
muchos, -as, many.
que, which, that, (relative pron.).

EXERCISE V.

(*a*). Los niños estudian en un libro. Tienen un libro grande y hermoso. Es el libro de Luis (*or* el libro es de Luis). Es un libro de gramática. Los niños son aplicados. Estudian la lección para mañana. Estudian el capítulo que trata del sustantivo. El capítulo es largo. Tienen que aprender dos páginas de reglas. Las reglas no son difíciles. Al contrario son muy fáciles. El libro trata de gramática española pero las reglas son en inglés. Los niños son ingleses pero estudian español. Hablan español un poquito pero no muy bien. Uno de los niños tiene ocho años y el otro tiene diez. Son hermanos. Hoy tienen dos clases y mañana tienen cuatro. La maestra de los niños es pequeña pero bonita. Muchos de los discípulos de la maestra son buenos, otros son malos y perezosos.

(*b*). ¿Qué tienen los niños allí?
¿Tienen un libro pequeño?
¿De quién es el libro?

¿Qué clase de libro es?
¿Son perezosos los niños?
¿Estudian la lección de hoy?
¿Qué capítulo estudian?
¿Es largo el capítulo?
¿Cuántas páginas de reglas tienen que aprender?
¿Son fáciles las reglas?
¿Trata el libro de gramática francesa ó española?
¿Cuántas clases tienen los niños hoy?
¿Cuántas tienen mañana?
¿Cuántos años tienen los niños?
¿Tienen los niños hermanos?
¿Es grande la maestra de los niños?
¿Qué clase de discípulos tiene la maestra?

(*c*). ¿Soy americano ó español?
¿Es americano el niño?
¿Habla inglés ó español?
¿Es usted español ó francés?
¿Qué somos nosotros?
¿Tiene usted muchos amigos franceses?
¿Cuántos amigos franceses tiene usted?
¿Tienen los discípulos un maestro alemán ó americano?
¿Son americanos ó alemanes los muchachos?

LESSON VI.

42. Past Participle. Regular verbs of the first conjugation form their past participles by adding **-ado** to the stem of the infinitive. Verbs of the second and third conjugations add **-ido.**

hablado, spoken; *vivido,* lived; *tenido,* had; *comido,* eaten; *sido,* been.

a. The irregular past participle of *escribir* is *escrito.*

43. The auxiliary *haber*. The irregular verb *haber,* "to have," is chiefly used as an auxiliary in the formation of compound tenses of other verbs.

PRESENT INDICATIVE

1. *he,* I have, etc.	1. *hemos,* we have, etc.
2. *has*	2. *habéis*
3. *ha*	3. *han*

a. There is also a form of the third person, *hay,* which is used impersonally to mean "there is," "there are."

Hay una mesa en el comedor. There is a table, etc.
Hay muchos discípulos en la clase. There are many, etc.

44. The Perfect Tense. The perfect tense is a compound tense formed from the present indicative of **haber,** and the past participle of the verb to be inflected. The use of this tense corresponds in the main to that of the English present perfect, but it may be used instead of a simple past tense.

PERFECT INDICATIVE

Comer

(I have eaten, I have been eating, I ate.)

1. *he comido*	1. *hemos comido*
2. *has comido*	2. *habéis comido*
3. *ha comido*	3. *han comido*

a. The auxiliary verb must not be separated from its participle.

No hemos tenido tiempo. We have not had time.
¿No han estudiado los niños? Have the children not been studying?

45. The Present Participle. Verbs of the first conjugation regularly form their present participle by adding the ending **-ando** to the stem of the infinitive. Verbs of the second and third conjugations add **-iendo.** The present participles never change in form.

hablando, speaking; *comiendo,* eating; *viviendo,* living; *siendo,* being; *teniendo,* having.

46. The irregular verb *estar*. The present indicative of the verb *estar,* "to be" is as follows:

SINGULAR	PLURAL
1. *estoy,* I am, etc.	1. *estamos,* we are, etc.
2. *estás*	2. *estáis*
3. *está*	3. *están*

The present and past participles of *estar* are regular.

47. Comparison of *ser* and *estar*. These verbs, though both mean "to be," are not used interchangeably.

A. Estar is used:

a. To express a condition or quality that is temporary or accidental:

Estoy cansado. I am tired.
El agua está caliente. The water is warm.
¿Cómo está usted? How are you?

b. To express "place where" or position, whether permanent or temporary:

El hombre está en París. The man is in Paris.
El cuarto está en la casa. The room is in the house.
¿Dónde está el maestro? Where is the teacher?

c. With the present participle to express continued action.

Estoy comiendo. I am eating.
Usted está escribiendo. You are writing.

B. Ser is used:

a. To express a condition or quality that is permanent or inherent:

La maestra es bonita. The teacher is pretty.
¿Es fácil la lección? Is the lesson easy?

b. With a predicate noun or pronoun:

Los señores son amigos. The gentlemen are friends.
Madrid es una ciudad. Madrid is a city.
¿Quién es usted? Who are you?

c. To express ownership, material or origin:

El sombrero es de paja. The hat is of straw.
El sombrero es de usted. The hat belongs to you.
La carta es de España. The letter is from Spain.

d. In impersonal expressions:

¿Es tarde? No, es temprano. Is it late? No, it is early.

Note a. Cases arise in connection with the use of *ser* and *estar,* where the Spaniard takes a different viewpoint from our own: as in the expression, *La señora es joven,* "The lady is young," where we look upon youth as a temporary quality. Such exceptions to the rules given are rare, and will be acquired by practice only.

Note b. Some adjectives have different meanings according as they are used with *ser* or *estar.* The commonest are these:

ser bueno, to be good	*estar bueno,* to be well
ser malo, to be bad	*estar malo,* to be sick
ser cansado, to be tiresome	*estar cansado,* to be tired
ser triste, to be a dull person	*estar triste,* to be sad

VOCABULARY.

REMARK.—Words in vocabularies will from now on be arranged alphabetically.

arriba, adv., up-stairs.
bastante, adv., enough, plenty, quite.
biblioteca, library, study.
caliente, warm, hot.
cansado, -a, tired.
ciudad, f., city.
cocina, kitchen.
¿cómo? how?
cuarto, room.
chocolate, m., chocolate.
del todo, adv., at all.
desayuno, breakfast.
enfermo, -a, ill, sick.
frío, -a, cold.
listo, -a, ready.
Luisa, Louise.
madre, mother.
Madrid, Madrid.
paja, straw.
París, Paris.
preparar, to prepare.
¿quiénes? who? (plur. of *¿quién?*)
repasar, to review, go over.
subir, to go up, come up.
tarde, adv., late.
temprano, adv., early.
todavía, adv., still, yet.
tostada, piece of toast.
tostadas, f. plu., toast.
triste, sad.
ya, adv., already.

EXERCISE VI.

(*a*). María, ¿dónde está usted? Estoy en la cocina. ¿Está usted trabajando? Estoy preparando el chocolate para Juan. ¿No ha bajado Juan todavía? Sí; está en el despacho (la biblioteca) con Luisa. ¿Están repasando la lección de hoy? Ella está estudiando y él está escribiendo una carta. ¿Está listo el desayuno? El chocolate y las tostadas están en la mesa.

(*b*). Es tarde ya y Juan no ha bajado todavía. ¿Dónde está madre? Está arriba. Ha subido al cuarto de Juan. Madre, ¿porqué no baja Juan? No está bueno del todo. Está enfermo (*or* está malo). ¿Hay agua caliente? En la cocina hay bastante.

(*c*). ¿Es temprano?
¿Dónde está María?
¿Qué está preparando en la cocina?
¿Para quién está preparando el desayuno?
¿Dónde está el cuarto de Juan?
¿Quién está arriba con Juan?
¿Por qué no ha bajado Juan todavía?
¿Cómo está el niño?
¿Es malo el niño ó está enfermo?
¿Por qué ha tenido madre que subir al cuarto de Juan?

(*d*). ¿Dónde estamos?
¿Por qué estamos aquí?
¿Qué estamos estudiando?
¿Cuánto hemos aprendido?
¿Cuántas lecciones hemos estudiado?
¿Cuántos libros hay en la mesa del maestro?
¿Cuántas muchachas hay en la clase?
¿Hay muchachos también? ¿Cuántos?
¿En qué ciudad estamos?
¿Ha estado usted en París?
¿Ha estudiado usted francés?

LESSON VII.

48. Possessive Adjectives.

PRONOUN	POSSESSIVE ADJECTIVE		ENGLISH
	SINGULAR	PLURAL	
yo	**mi**, *m.* & *f.*	**mis**, *m.* & *f.*	my
~~tú~~	~~**tu**, *m.* & *f.*~~	~~**tus**, *m.* & *f.*~~	~~your~~
él ella usted	**su**, *m.* & *f.*	**sus**, *m.* & *f.*	his her your, its
nosotros	**nuestro**, *m.*, **nuestra**, *f.*	**nuestros**, *m.*, **nuestras**, *f.*	our
vosotros	**vuestro**, *m.*, **vuestra**, *f.*	**vuestros**, *m.*, **vuestras**, *f.*	your
ellos ellas ustedes	**su**, *m.* & *f.*	**sus**, *m.* & *f.*	their your

49. Use of the Possessive Adjectives. There is a possessive adjective to correspond to each personal pronoun. The person and number of the possessor determine which possessive shall be used, and the possessive agrees with the noun modified (the thing possessed) in number and gender. Its position is before the noun modified.

Tengo tu libro. I have your book.
Hemos estudiado nuestra lección. We have studied our lesson.
Ellos y sus amigos. They and their friends.

a. If the possessive adjective modifies more than one noun, it is expressed before each noun modified.

mi hermano y mi hermana, my brother and sister.

✓ **50. The possessive adjective *su*.** The possessive of the third person, **su, sus,** may mean "his," "her," its," "your," "their." It should be noted particularly that **usted** and **ustedes,** which take the verb in the third person, require also the possessive of the third person. Sometimes, to avoid doubt as to the exact meaning of **su,** the following substitute possessive construction is used:

la casa de él	his house	= *su casa*
la casa de ella	her house	= *su casa*
la casa de ellos / *la casa de ellas*	their house	= *su casa*
la casa de usted / *la casa de ustedes*	your house	= *su casa*

a. We also find the double possessive construction: *su casa de él, su casa de ellos, su casa de usted,* etc.

51. Possessive Pronouns.

SINGULAR	PLURAL	ENGLISH
el mío, la mía	*los míos, las mías*	mine
el tuyo la tuya	*los tuyos, las tuyas*	yours
el suyo, la suya	*los suyos, las suyas*	his, hers, yours, its
el nuestro, la nuestra	*los nuestros, las nuestras*	ours
el vuestro, la vuestra	*los vuestros, las vuestras*	yours
el suyo, la suya	*los suyos, las suyas*	theirs, yours

52. Use of the Possessive Pronouns. A possessive pronoun is used to take the place of a noun and a possessive adjective modifying it. There is a possessive pronoun to correspond to each possessive adjective. The possessive pronoun agrees in gender and number with the thing possessed.

Mi casa y la tuya, my house and yours.

Yo tengo un libro y usted tiene dos libros. El mío es grande, pero los suyos son pequeños. I have a book and you have two books. Mine is large, but yours are small.

53. The Possessive Pronoun *el suyo*. In the third person singular and plural of the possessive pronoun we find the same possibility of confusion as in the case of the third person of the possessive adjective. Possible ambiguity is avoided by the use of the following constructions.

el de él, la de él, los de él, las de él	his	= *el suyo, la suya, los suyos, las suyas*
el de ella, etc.	hers	
el de usted, etc.	yours	
el de ellos, etc. / *el de ellas,* etc.	theirs	
el de ustedes, etc.	yours	

a. When the possessive pronoun or its substitute is used in the predicate position, the article is omitted.

El libro es mío. The book is mine.

Los perros son de usted. The dogs are yours.

54. Special Use of Noun and Pronoun. It is a peculiarity of Spanish that names of male beings, if used in the plural, may be understood to include the corresponding female being. This is also true of the plural personal pronouns.

mis hermanos = *mi hermano y mi hermana* = my brother and sister (my brothers and sisters).

tus tíos = *tu tío y tu tía* = your uncle and aunt.

sus hijos = *su hijo y su hija* = his son and daughter.

los esposos = *el esposo y la esposa* = the husband and wife

los maestros = *el maestro y la maestra* = the schoolmaster and his wife.

ellos = *él y ella* = they (he and she).

nuestros padres = *nuestro padre y nuestra madre* = our parents.

VOCABULARY.

dueño, master, owner.
Eduardo, Edward.
esposo, -a, husband, wife.
Manuela, Emma.
mismo, -a, -os, -as, (adjective or pronoun), same.
pariente, -a, relative.
pluma, pen.
por consiguiente, conj., consequently.
primo, -a, cousin.
sobrino, -a, nephew, niece.
tío, -a, uncle, aunt.

EXERCISE VII.

(*a*). Mi padre y yo. Tú y tu hijo. El y su madre. Ella y su hermano. Usted y su tío. Nosotros y nuestros amigos. Vosotros y vuestras tías. Ellos y sus libros. El libro y su dueño. Ellas y sus sombreros. Ustedes y sus maestros.

(*b*). Ella y él y el amigo de ella. Usted y él y el maestro de él. Ellos y ellas y los tíos de ellos. Ustedes y ellos y los padres de ustedes (*or* sus padres de ustedes).

(*c*). Mi madre y tu madre. La mía y la tuya. Mi padre y el tuyo. Tu hijo y el mío. Nuestro padre y el de ella. El amigo de ella y el de él. Nuestro libro y el de usted. Nuestros hijos y los de ustedes. Los maestros de usted y los nuestros. Las tías de ella y las vuestras. Tus primos y mis primos. Los tuyos y los míos.

(*d*). Mi madre es la esposa de mi padre y mi padre es el esposo de mi madre. Tu tío es el hermano de tu padre ó de tu madre. El esposo de tu tía es también tu tío. Luisa tiene un primo. Su primo es el hijo de sus tíos (*i. e.,* de los tíos de ella). El primo de Luisa tiene un tío. Su tío es el padre de Lüisa. El libro tiene dos dueños. Sus dueños son Luisa y su hermana. Usted tiene tres tías: la hermana de su padre, la hermana de su madre, y la esposa de su tío de usted. Nuestras primas son las hermanas de nuestros primos y las hijas de nuestros tíos. Vuestro hermano es el hijo de vuestro padre. Luis es el primo de María y María y Eduardo son hermanos. El primo de ella es también el primo de él. Usted es su hermano de ellos: por consiguiente su primo de ellos es también su primo de usted. Los hijos y las hijas de nuestros tíos son nuestros primos. Mis padres son mi padre y mi madre. Mis hermanos son mis hermanos y mis hermanas ó mi hermano y mi hermana. Usted y Luisa son primos porque el padre de ella y el padre de usted son hermanos. Ustedes y las hermanas de Luis estudian la misma lección porque tienen el mismo maestro. Su maestro de ustedes y el maestro de ellos son el mismo.

(*e*). ¿Quién es mi padre?
¿Quién es la madre de Eduardo?
¿Quiénes son nuestros padres?
¿Cuántos primos tenemos?
¿Quién es la tía de Manuela?

¿Quiénes son vuestros sobrinos?
¿De quién es el libro que tengo?
¿De quiénes son los libros que ustedes tienen?
¿De quién es el libro que María tiene?
¿Es mío ó tuyo el libro que está en la mesa?
¿Ha hallado usted mi pluma ó la suya?
¿Es el sombrero de ella ó de María?

LESSON VIII.

SYNOPSIS.

ADJECTIVES—(a) descriptive (1) number (34)
(2) gender (35)
(3) agreement (33)
(4) position (36)
(5) used substantively (37)
(b) numeral, cardinal, 1-10 (39)
(c) possessive, (48, 49, 50)
NOUNS—special use of masculine plural (54)
PRONOUNS—possessive, (51, 52, 53)
VERBS—(a) regular (1) present participle (45)
(2) past participle (42)
(3) perfect indicative (44)
(b) irregular (1) ser (38)
(2) estar (46)
" compared with ser (47)
(3) haber (43)
MISCELLANEOUS—word order (41)
—idiomatic, age, (40)

EXERCISE VIII.

Remark. The "intimate" pronouns of the second person and their corresponding possessives are not to be used in this lesson.

Turn into Spanish. 1. A good girl studies hard (*i. e.,* a great deal) because she wishes to learn. 2. A bad boy does not review his lessons. 3. Many lazy children have to learn rules. 4. The kitchen is a small room, but the library is large. 5. The teacher is very pretty and her cousin is handsome. 6. How many French girls are there in his class? 7. Spanish is quite easy, but the lessons of your grammar are too long. 8. Is the grammar John's? Whose is it? 9. Louis and Emma are my brother and sister. 10. Louise is ten years old and Edward is eight. 11. My nephews and nieces are my brothers' sons and daughters. 12. We are not

at all well. We are very sick. 13. My uncle and aunt are in Paris but they have relatives in the city of Madrid. 14. Have you not eaten yet? *We* are already eating. 15. The water is cold and the chocolate is hot. 16. I am preparing the breakfast for my mother. 17. Being industrious, my cousin is preparing the lesson for day after to-morrow. 18. Being sick, she does not wish to eat. 19. They have had to go up. They are upstairs now. 20. I am the teacher and you are the pupil. 21. You and I are American. 22. Did you buy the hat to-day? 23. Having no money, they are sad. 24. Have you not been in Paris? 25. You are my sister, consequently my mother and your mother are the same. 26. Your (*plu.*) toast is on the table. Ours is in the kitchen. 27. Her friend is in the library. 28. Who are your nephews? 29. The house is mine, ours, yours, his. 30. Whose is the pen which I have? 31. We have learned a lesson of four pages. How many are there in yours? 32. How are you (*plu.*)?

LESSON IX.

55. Noun of Material, etc. Material is expressed in Spanish by the preposition **de** followed by a noun of material, instead of by a noun used as an adjective of material, as in English.

un sombrero de encaje, a lace hat.
un traje de seda, a silk dress.

a. In general, Spanish is opposed to the use of a noun to modify another noun directly, like an adjective. The nouns are preferably joined by a preposition.

una tienda de zapatos, a shoe-store.
un traje de verano, a summer dress.
la mesa del despacho, the sitting-room table.
la calle de Sevilla, Seville street.

56. Noun as "Personal" Object. When a noun used as direct object of a verb denotes a person, a living higher animal, or a personification, the preposition **á** is used before it. This construction, which may be called the personal ob-

jective or personal accusative, is not easy to remember, since we naturally associate á with the indirect object only.*

El padre llama á su hijo. The father calls his son.
He comprado al perro. I have bought the dog.
¿Busca usted á María? Are you looking for Mary?

a. The *á* is omitted when the object is not a definite, determinate person or animal.

He comprado un perro. I have bought a dog.

b. For the sake of clearness, the *á* is generally omitted before the personal objective when there is also an indirect object.

El niño lleva su hermano á la escuela. The boy takes his brother to school.

57. A Possessive Construction. It is current in English to say, "at Wanamaker's," etc. In Spanish the noun omitted in English must be supplied.

en la tienda de Wanamaker, at Wanamaker's.
á casa de Eduardo, to Edward's.

58. Agreement of Adjectives. *a.* An adjective that modifies two or more nouns of the same gender is put in the plural, and takes the gender of the nouns modified.

un traje y un sombrero hermosos, a handsome suit and hat.
María y Luisa son bonitas. Mary and Louise are pretty.

b. An adjective that modifies two or more nouns of different genders is usually put in the masculine plural.

mi padre y mi madre son buenos, my father and my mother are good.

59. Demonstrative Adjectives.

SINGULAR		PLURAL		
MAS.	FEM.	MAS.	FEM.	ENGLISH
este	**esta**	**estos**	**estas**	this, these
ese	**esa**	**esos**	**esas**	that, those
aquel	**aquella**	**aquellos**	**aquellas**	that yonder, those yonder

*The use of the personal accusative is extended to nouns in the plural, but not to nouns preceded by a numeral.
Busco á mis amigos.
He comprado dos perros.

a. A demonstrative adjective stands before the noun it modifies and agrees with it in number and gender.

este libro, aquellos niños, esa muchacha.

b. These demonstratives correspond in use to the English demonstrative adjectives, except that a sharp distinction is drawn between *ese* and *aquel*. *Ese* is used only to point out what is near to, or what has some relation to the person addressed. *Aquel* is used only to point out what is remote from both speaker and the person addressed.

60. Demonstrative Pronouns.

a. In form, the demonstrative pronouns are distinguished from the demonstrative adjectives only in that they bear the written accent on the stressed syllable.

éste, éstas, aquél, aquélla, etc.

b. The demonstrative pronouns correspond in meaning to the demonstrative adjectives, but they are used to take the place of a noun, with which they agree in number and gender.

Yo tengo este libro y tú tienes ése.
Ese libro es pequeño, aquél es grande.

61. Prepositional Forms of the Personal Pronouns.

The forms of the personal pronouns used as object of a preposition are the same as the subject forms (see 26), with the exception of the first and second persons singular, which have the special forms **mí** and **ti**, respectively.

á mí, to me.
de ti, from you.
con él, con ella, with him, with her.
á nosotros, to us.
de usted, de ustedes, from you.
de vosotros, from you.
para ellos, para ellas, for them

a. "With me" and "with you" (intimate) are expressed by the special forms *conmigo* and *contigo*.

62. The Irregular Verb, *ir*, "to go."

Infinitive *ir*, Present Part., *yendo*, Past Part., *ido*.

PRESENT INDICATIVE.

SINGULAR	PLURAL
1. *voy,* I go, etc.	1. *vamos,* we go, etc.
2. *vas*	2. *vais*
3. *va*	3. *van*

REMARK. Note that in this tense the stem is *v-*.

a. *Ir* followed by *á* with an infinitive means "to be about to," "to be going to." This construction also expresses purpose.

Voy á comprar un sombrero. I am going to buy a hat.

Deseo ir á comprar un sombrero. I want to go and (to) buy a hat.

63. Spanish use of names of places after **á** and **en** does not always correspond to the English idiom. Note the following:

al despacho, to the office (like English idiom).
á la escuela, to school.
en la escuela, at school, in school.
en casa, at home, home (place).
á casa, home (direction).
á casa de Juan, to John's.

VOCABULARY.

allá, adv., there (direction).
barato, cheap.
buscar, to look for.
calle, f., street.
Carmen, Carmen.
casa, house, home.
cerca, adv., near by.
cosa, thing.
dejar, to leave.
en, at (= in).
encaje, m., lace.
escuela, school.
esta noche, adv., to-night.
guante, m., glove.
juntos, -as, together.
lectura, reading.
lejos, adv., far, a long way off.
López, a family name.
mañana, morning.
mejor, adj., best (precedes noun).
necesitar, to need.
noche, f., night, evening.
par, m., pair.
pasar, to pass, spend.
quedar, to remain, stay.
rato, time (short period of), spell, while.
responder, to answer.
Rico, a family name.
seda, silk.
Sevilla, Seville.
si, conj., if.
simpático, likeable, "nice" (used of persons).
sin, prep., without.
solo, adj., alone.
tarde, f., afternoon.
traje, m., suit, dress.
unos, -as, some, certain.
verano, summer.
zapato, shoe.

EXERCISE IX.

(*a*). ¿De quién es esta pluma? Esa pluma es mía. ¿De quién es ese libro de lectura? Este libro de lectura es de usted. ¿De quiénes son aquellos sombreros? Aquellos sombreros son de Juan y Luis. ¿Es ésta su pluma (la pluma de usted)? Esa no es mía. He dejado la mía en casa. ¿Son éstos mis libros? Esos no son suyos (de usted). Aquéllos son de usted (suyos).

(*b*). La escuela de Luisa no está cerca. Está lejos. Esta mañana Luisa no va á quedar en casa. Va á la escuela. Su hermano Juan va con ella. Van juntos. Ahora Juan no está aquí. No está listo todavía. María llama á Juan. Juan no responde á su hermana. María busca á su hermano. Busca también sus libros. Si Juan no está listo, María tiene que ir sin él. Tiene que ir sola.

(*c*). ¿Está lejos la escuela de Luisa?
¿Dónde va ella esta mañana?
¿Por qué no va á casa de su amiga?
¿Quién va con ella á la escuela?
¿A quién llama María?
¿Por qué no responde él?
¿Dónde busca María á su hermano?
¿A quién halla ella?
¿Dónde ha dejado sus libros?
¿Tiene ella que ir sin su hermano?

(*d*). Esta tarde voy á la ciudad á comprar unas cosas que necesito mucho. Necesito un sombrero de encaje, un par de guantes de seda, zapatos, y seda para un traje de verano. En la tienda de Rico hay sedas y encajes hermosos y muy baratos. Mi amiga Carmen López va conmigo. Ella es mi mejor amiga. Es una muchacha muy simpática. Su padre y su madre son también muy simpáticos. Mis padres y yo vamos muchas noches á pasar un rato con ellos. Esta noche vamos allá.

(*e*). ¿Dónde ha comprado usted estos guantes?
¿Qué necesita usted comprar ahora?
¿Quién va con usted á la tienda?
¿Quién es Carmen López?
¿En qué calle vive Carmen?
¿Son simpáticos sus padres?
¿Pasa usted las noches en casa?
¿Va usted á casa ahora?

LESSON X.

64. Object forms of the Personal Pronouns. The following scheme gives the object pronouns in such a way as to show their relation to the subject and prepositional forms.

	Subject	Prepositional	Direct Object	Indirect Object
1.	yo	de mí conmigo	me, me, to me, for me	
2.	~~tú~~	~~de ti contigo~~	te, you, to you, for you	
3.	él	de él	le, lo, him, it	le, to him, to it, *etc.*
	ella	de ella	la, her it	le (la), to her, *etc.*
	usted	de usted	le, *m.*, la, *f.*, you	le, *m.* and *f.*, to you, *etc.*
1.	nosotros	de nosotros	nos, us, to us, *etc.*	
2.	vosotros	de vosotros	os, you, to you, *etc.*	
3.	ellos	de ellos	los, them	les, to them, *etc.*
	ellas	de ellas	las, them	les (las), to them, *etc.*
	ustedes	de ustedes	les, *m.*, las, *f.*, you	les, *m.* and *f.*, to you, *etc.*

Note. (1). In the first person, and in the second person intimate, the direct and indirect object forms are the same. (2) In the third person singular masculine, we have the choice of two forms for direct object (*le, lo*). Either may be used to refer to persons, but *le* is not correctly used to refer to things. (3) *Usted* requires the object pronouns of the third person, just as it requires a verb in the third person (see 27 *b*), and a possessive of the third person (see 50). (4) In the third person feminine, the indirect object forms in parentheses (*la, las*) are rare, being used only to avoid ambiguity.

65. Position of the Pronoun Object. The pronoun used as object precedes the verb of which it is the object, unless the verb be a present participle or an infinitive.

Me llama. He calls me.

Nos ha hablado. He has spoken to us.

a. When the pronoun is the object of a present participle or an infinitive, it is attached to the verb-form as a suffix.* Since the

* Positive imperatives also take the pronoun object as a suffix. This point will be discussed later in its proper place.

verb-form continues to have the stress on the original syllable, a written accent is now required on present participles.

Deseo hablarte. I wish to speak to you.
llamándolas, calling them.

b. In the case of an infinitive or a present participle depending upon an auxiliary (*desear, tener que, deber, estar, querer, ir á*), the object pronoun may precede the auxiliary, or be attached to the infinitive.

Le deseo hablar / *Deseo hablarle* } I wish to speak to him.

Le estoy hablando / *Estoy hablándole* } I am speaking to him.

66. Double Pronoun Object Construction. It will be noted that there is a chance for confusion in the use of the object pronouns of the third person. *Le hablo* might mean "I speak to him," "to her," or "to you," according to the context. For clearness it is customary to add, after the verb, the corresponding prepositional form of the pronoun, depending upon the preposition *á*.

Le hablo á usted. I speak to you.
Les hablo á ellas. I speak to them.
La busco á ella. I am looking for her.

a. A similar construction is employed in any person, where emphasis or contrast is desired. The object pronouns are unable, of themselves, to express emphasis.

Me habla á mí, pero no le habla á usted. He speaks to *me*, but he does not speak to you.

Nos buscan á nosotros, pero no les buscan á ustedes. They are looking for us, but they are not looking for you.

b. The prepositional form of the pronoun may be placed, for greater emphasis, before the regular object form.

A ti te digo. I tell *you*.

c. The double construction *le . . . á usted,* is considered more polite than *le* alone. It is constantly used when not needed for clearness or emphasis.

Note. The use of *á* in these constructions with direct object, is parallel to the use of *á* with the personal object. (See 56.)

67. Some Irregular Verbs. Note that many of the forms of these irregular verbs are regular, and that nearly all of the endings are so.

a. **poder,** "to be able," "can," "may." *Pres. Part.,* **pudiendo,** *Past Part.,* **podido.**

PRESENT INDICATIVE

puedo, I can, etc.	*podemos,* we can, etc.
puedes	*podéis*
puede	*pueden*

b. **querer,** "to wish," "be willing," "want," "love." *Pres. Part.,* **queriendo.** *Past Part.,* **querido.**

PRESENT INDICATIVE

quiero, I want, etc.	*queremos,* we want, etc.
quieres	*queréis*
quiere	*quieren*

Note 1. Querer expresses the English "will" in the sense of willingness, but not in the sense of futurity.

¿Quiere usted ir conmigo? Will you go with me?

Note 2. Querer used with the personal objective or with a direct pronoun object representing a person, may mean "to love."

Yo quiero á la niña. I love the girl.
La quiero. I love her.

c. **decir,** "to tell," "to say." *Pres. Part.,* **diciendo.** *Past Part.,* **dicho.**

PRESENT INDICATIVE

digo, I say, etc.	*decimos,* we say, etc.
dices	*decís*
dice	*dicen*

d. **hacer,** "to do," "make." *Pres. Part.,* **haciendo.** *Past Part.,* **hecho.**

PRESENT INDICATIVE

hago, I do, etc.	*hacemos,* we do, etc.
haces	*hacéis*
hace	*hacen*

68. Idiomatic. English "to like." To express the English "like," used with an object, we must use the Spanish regular verb **gustar,** "to please," with the indirect object pronoun. The object of the English verb becomes the subject of the Spanish sentence.

Este libro me gusta. I like this book. (This book pleases me.)

No me gustan aquellos sombreros. I don't like those hats (Those hats don't please me.)

¿Le gusta á Vd. María? Do you like Mary?

VOCABULARY.

algunos, -as, some, a few (adj. or pron.).
amable, kind, agreeable.
Barcelona, Barcelona.
castigar, to punish.
color, m., color.
completo, -a, complete.
compra, purchase.
cortésmente, politely.
cuando, when.
dependiente, clerk, employee.
donde, where (relative).
enseñar, to show.
esperar, to expect, wait for.
favor, m., favor.
gusto, pleasure.
habilidad, f., ability, skill.
magnífico, splendid, "fine."
más, adv., more, most.
modelo, pattern, design, style.
pan, m., bread.
Pedro, Peter.
pluma, feather.
primero, adv., first.
que, that, than.
que, who (relative).
qué! what! how! (excl.)
recomendar, to recommend.
Sánchez, a family name.
saludar, to greet.
surtido, stock, assortment.
visitar, to visit.

¿Me hace usted el favor de . . .? Will you please . . .?
Es favor que usted me hace. You are very kind to say so.

EXERCISE X.

(*a*). Mi madre me llama. Me ha comprado un sombrero. Tu padre te busca. Te habla. Nuestra amiga nos visita. Nos escribe una carta. Vuestro maestro os enseña. Os enseña un libro. La madre de Luis le (lo) quiere mucho. Le ha hecho un traje. El padre de Luisa le dice que la quiere. María va á aprender la lección. Ha quedado en casa para aprenderla. Ahora la está estudiando (está estudiándola). El pan es bueno. Juan desea (quiere) comerlo. Lo come. Niños, su madre (de ustedes) les quiere. Les ha comprado muchas cosas. Las ha comprado para ustedes. El padre dice á las niñas que las quiere mucho. Niñas, el maestro dice que las va á castigar (á ustedes). La madre de los niños los ha dejado en casa del maestro. El padre busca á sus hijos, pero no puede hallarlos.

(*b*). ¿Ha llamado usted á Juan?

Le he llamado, pero dice que no puede ir con nosotras. Espera á Pedro Sánchez que va á visitarle. Pedro es su mejor amigo, y Juan le quiere mucho. También Pedro le quiere mucho á él.

¿Dónde vamos primero esta tarde?

Quiero hacer algunas compras. ¿Qué tienda me puede usted recomendar (puede usted recomendarme)?

¿Qué clase de compras quiere usted hacer?

Quiero comprar un sombrero.

A mí me gusta mucho la tienda de Rico. Los dependientes son muy amables, y la casa tiene un surtido muy completo.

(*c*). Cuando una señora entra en una tienda, el dependiente la saluda cortésmente, y le dice: Señora, ¿qué desea usted? La señora le responde: ¿Me hace usted el favor de enseñarme algunos sombreros?

Con mucho gusto. ¿No le gusta á usted éste?

Me gusta más que aquél. Aquella pluma es demasiado grande.

(*d*). ¿Qué hace usted, María?

Estoy haciendo un traje de verano.

¡Qué bonito es! Y ¡qué habilidad tiene usted para estas cosas!

Es favor que usted me hace. (Es usted muy amable.)

Esta seda es magnífica. ¿Dónde la ha comprado usted?

La he comprado en Barcelona.

El modelo me gusta mucho, también el color.

(*e*). ¿Qué quiere Juan?

¿Quién quiere á Juan?

¿A quién quiere Juan?

¿A quién llama la señora?

¿Qué le dice Juan?

¿Por qué no puede ir?

¿A quién espera?

¿Qué tienda le gusta más á usted?

¿Qué clase de dependientes tiene esta tienda?

¿Quiere usted hacerme un favor?

¿Quiere usted decirme donde ha comprado esa seda?

¿Qué enseña el dependiente á la señora?

¿Qué le dice ella?

¿No puede usted ó no quiere usted hacer mi traje?

¿Cómo decimos en español, "you are very kind"?

¿Cómo decimos en español, "will you please show me that book"?

LESSON XI.

69. Indicative Imperfect and Past Definite. There are two simple tenses of the indicative that express action in past time. These are called the Imperfect and the Past Definite (Preterite). Each of these tenses has two sets of endings: one for verbs of the first conjugation (**-ar** verbs), and one for verbs of the second and third conjugations (**-er** and **-ir** verbs). These endings are, in regular verbs, added to the stem of the infinitive (19).

ENDINGS.

	IMPERFECT		PAST DEFINITE	
	FIRST CONJ.	2D AND 3D CONJ.	FIRST CONJ.	2D AND 3D CONJ.
	SINGULAR		SINGULAR	
1.	**-aba**	**-ía**	**-é**	**-í**
2.	**-abas**	**-ías**	**-aste**	**-iste**
3.	**-aba**	**-ía**	**-ó**	**-ió**
	PLURAL		PLURAL	
1.	**-ábamos**	**-íamos**	**-amos**	**-imos**
2.	**-abais**	**-íais**	**-asteis**	**-isteis**
3.	**-aban**	**-ían**	**-aron**	**-ieron**

Applying these endings to the typical regular verbs we get:

IMPERFECT		PAST DEFINITE	
hallaba	*vivía*	*enseñé*	*respondí*
hallabas	*vivías*	*enseñaste*	*respondiste*
hallaba	*vivía*	*enseñó*	*respondió*
hallábamos	*vivíamos*	*enseñamos*	*respondimos*
hallabais	*vivíais*	*enseñasteis*	*respondisteis*
hallaban	*vivían*	*enseñaron*	*respondieron*

Note a. In the present tense it was found that the stress falls on the stem of the verb in four forms only (sing., 1, 2, 3, and plu. 3.). In the imperfect and past definite the stress falls in all forms on the first syllable of the ending.

b. Notice that the imperfect 1st and 3d sing. are alike, and that in the first and third conjugations the past def. first person plu. is like the present indic., first person plu.

70. Use of Imperfect and Past Definite.

a. The past definite expresses a definite act occurring and completed at some point of past time; an act in past time not continuous. It expresses what "took place" at some particular past time.

Juan me habló ayer. John spoke to me yesterday.
No cantaron. They did not sing.

b. The imperfect commonly represents an act as continuing in past time, or as habitual in the past. It must sometimes be translated by "was" ("were") with the present participle, or by "used to."

Escribía una carta. I was writing a letter.
En Madrid estudiábamos mucho. In Madrid we used to study hard.

c. When two actions occur simultaneously, one interrupting the other, the interrupted act is expressed by the imperfect, and the interrupting act by the past definite.

Comía cuando mi padre me llamó. I was eating when my father called me.

d. In descriptive narrative the imperfect is used to describe the scenic background and the qualities and conditions of persons and things. The past definite tells what occurred.

Cuando los dos mozos llegaron, encontraron á Rita y Elvira en la puerta. Sus mantillas les cubrían la parte baja de la cara, de manera que no dejaban fuera más que la frente y los ojos.

When the two young fellows arrived, they found Rita and Elvira in the doorway. Their mantillas covered the lower part of their faces so completely that their eyes and foreheads alone were visible.

71. Irregular Imperfects.

Only three Spanish verbs, **ser**, **ir** and **ver**, "to see," are irregular in the imperfect indicative. All other imperfects are formed regularly by adding endings to the stem of the infinitive. The Imperfects of **ser** and **ir** are given below.

SINGULAR	PLURAL
era, I was, etc.	*éramos,* we were, etc.
eras	*erais*
era	*eran*

SINGULAR	PLURAL
iba, I was going, etc.	*íbamos,* we were going, etc.
ibas	*ibais*
iba	*iban*

72. Past Progressive Conjugation with *estar*. Progressive action in past time may be expressed not only by the simple imperfect (see 70*b*), but also by the imperfect of **estar** used with the present participle. (Compare 47 *A*, *c*.)

Estaba trabajando. I was working.
Estábamos comiendo. We were eating.

a. Past customary or habitual action may be expressed by the imperfect of the verb *acostumbrar á*, "to be used," with an infinitive.

Acostumbrábamos á trabajar mucho. We used to work hard.

73. Orthographically Irregular Verbs. Many Spanish verbs which are conjugated regularly undergo certain changes of spelling in order to preserve throughout the conjugation the sound which the final consonant of the stem has in the infinitive. Verbs whose infinitive ends in **-car** or -gar, change **c** and **g** of the stem to **qu** and **gu** respectively when the ending begins with **e**. Of the forms already learned, only the Past Definite, 1st person sing., is affected by this rule.

(*buscar*) *busqué*, I sought; (*castigar*) *castigué*, I punished.

74. The Pluperfect Indicative. This compound tense is formed by the imperfect of **haber**, and the past participle of the verb to be conjugated. Its use is similar to that of the English pluperfect.

Había comido. I had eaten.
Habíamos estudiado la lección. We had studied the lesson.

VOCABULARY.

acompañar, to be with, accompany.
agradable, agreeable.
algo, pron., something.
asiento, seat.
ayer, yesterday.
café, m., coffee, café.
cerca de, prep., near.
¿cuándo? when?
cuando, conj., when.
de, prep., about (with *hablar*, etc.)
delante de, prep., in front of, before.
encontrar, to meet, come upon.
entonces, adv., then.
helado, ice, ice-cream.
invierno, winter.

ir á paseo, to go to walk.
mientras que, conj., while.
mirar, to look, look at.
mozo, waiter.
no,....nada, not,....anything.
ocurrir, to occur, happen.
para qué? why? (for what purpose?)
persona, person, (plu.) people.
por, prep., through.
presentar, to introduce.
Puerta del Sol, a Square in Madrid.
sentado, seated.
siempre, adv., always.
Suárez, a family name.
todas las noches, every night, every evening.
todas las tardes, adv., every afternoon.
varios, -as, various.
ventana, window.

EXERCISE XI.

Give reason for each imperfect and past definite in *a* and *c*.

(*a*). Cuando (yo) vivía en Madrid, mi amigo Pedro Suárez y yo íbamos (acostumbrábamos á ir) todas las tardes á paseo. Después entrábamos en uno de los cafés de la Puerta del Sol, donde tomábamos algo. En el invierno tomábamos café y en el verano un helado. Siempre encontrábamos en el café á varios amigos, sentados á una mesa cerca de una ventana. Bebíamos y hablábamos de las cosas que nos habían ocurrido. Allí pasábamos muchos ratos agradables.

(*b*). Cuando usted vivía en España, ¿qué acostumbraba usted á hacer todas las tardes?

¿Con quién iba usted á paseo?

¿Dónde entraban ustedes después?

¿Dónde tomaban ustedes asientos?

¿Qué hacían ustedes en el café?

¿Qué bebían ustedes en el verano? ¿en el invierno?

¿De qué hablaban ustedes?

¿Dónde va V. todas las noches?

(*c*). Esta mañana pasaba por la Calle de Sevilla cuando encontré á mi amigo Pedro Suárez. Su hijo Luis le acompañaba. Pedro me saludó y me presentó á su hijo. Estábamos cerca del Café Inglés y entramos juntos. Tomamos asientos cerca de la ventana y Suárez llamó un mozo. Yo tomé un helado, Suárez tomó café, y su hijo no deseó tomar nada. Mientras que comíamos y bebíamos (estábamos comiendo y bebiendo), hablamos de muchas cosas, y miramos por las ventanas á las personas que pasaban delante del café. Saludamos á varios amigos y uno de ellos habló un rato con nosotros.

(*d*). ¿Cuándo pasó usted por la Calle de Sevilla?
¿A quién encontró usted cerca del Café Inglés?
¿Dónde le encontró usted?
¿Quién le acompañaba?
¿Cuándo les encontró usted?
¿Le presentó Pedro á su hijo?
¿Dónde entraron ustedes entonces?
¿Para qué entraron ustedes en el café?
¿Dónde tomaron ustedes asientos?
¿A quién llamó Suárez?
¿Tomó usted algo?
¿No tomó nada el hijo de Suárez?
¿Quién entró mientras que ustedes hablaban?
Cuando le encontré á usted esta mañana ¿iba usted á paseo, ó iba usted á la escuela?
¿Quién era el hombre con quién usted entró en el café?
¿A quién buscó usted allí?

LESSON XII.

SYNOPSIS.

ADJECTIVES—(a) descriptive, agreement (58)
(b) demonstrative (59)
NOUN—(a) of material (55)
(b) as personal object (56)
(c) possessive construction (57)
PRONOUN—(a) personal (1) prepositional forms (61)
(2) object forms (64)
" " position (65)
" " double construction (66)
(b) demonstrative (60)
VERB—(a) regular (1) indicative, imperfect and past definite, forms (69)
" " " use (70)
(2) past progressive construction (72)
(3) indicative pluperfect (74)
(b) irregular (1) orthographical changes (73)
(2) irregular imperfects (71)
(3) ir, present indicative, etc. (62)
(4) poder, querer, decir, hacer, pres. indicative, etc. (67)
MISCELLANEOUS—idiomatic, "to like" (68)

EXERCISE XII.

Turn into Spanish. 1. I punished my son this afternoon because he was bad. 2. She is tired every evening. 3. Carmen's husband and father were with her. 4. We stayed in Wanamaker's, where we bought two pairs of silk gloves and a lace dress. 5. While

we were waiting for our friends, we looked out of the window at the people who were passing in front of the café. 6. He greeted me politely. 7. I was going through Seville St. when I met her. 8. I am going to tell you (*intimate sing.*) something. 9. He says that he is going to visit you .(*intimate plu.*) to-morrow. 10. It is my mother's voice. She is calling me. 11. I can recommend you (*ordinary sing.*) a store where they have very kind clerks and a very complete stock. 12. Did they treat you (*ordinary plu. fem.*) well? 13. Why do you go there first? May we not go together afterwards? 14. She always wants to talk about the things that have happened to her. 15. The girls say that they wish to go to-night and that Peter may go with them. 16. These shoes are very cheap, and I like them better than those yonder. 17. Do you not wish to make a few purchases? 18. Whom did your uncle meet this morning near the Café Inglés? 19. Why did you not take anything? 20. Did they spend a pleasant evening at Louisa's? 21. What were they doing at school this morning when the teacher came in? 22. When will you go to walk with me? 23. Can you not answer him in Spanish? 24. I do not need my reading book; consequently I am going to leave it at home. 25. She is a very nice girl and ought not to go alone. 26. Will you please show me another pattern and another color? 27. What were you saying? 28. Are you buying them for him or for her? 29. I was looking for *you* (*ordinary*) and not for *him*. 30. Had he introduced his sister to the president? 31. I love him and he loves me. *I* love you (*ordinary fem.*). I love *you* (*ordinary fem.*). He loves the girl.

LESSON XIII.

75. Reflexive Verbs. A reflexive verb is one whose action is directed back upon the subject of the verb. Any transitive verb whose meaning will permit, may be used in this way. The object of a reflexive verb may be direct or indirect, according to the nature of the verb. This object is expressed by a reflexive pronoun of the same number and person as the subject.

I strike myself.
The boy sees himself in the glass.
We buy ourselves hats.

76. Reflexive Pronouns. In English we have a reflexive pronoun for each person and number (myself, yourself, etc.). In Spanish there is but one reflexive, **se**, which serves for third person singular and plural, masculine and feminine, direct or indirect object. For the other persons, the regular personal object pronouns are used.

1. *me*, myself, to myself	1. *nos*, ourselves, to ourselves
2. *te*, yourself, to yourself (*int.*)	2. *os*, yourselves, to yourselves, (*int.*)
3. *se*, himself, herself, itself, yourself, to yourself, etc.	3. *se*, themselves, yourselves, to themselves, to yourselves

a. When the reflexive pronoun is used as object of a preposition, the prepositional form *sí* is used for the third person (*sing.* or *plu.*, *m.* or *f.*), excepting after the preposition *con*, when the form *consigo* is used (parallel to *conmigo*, *contigo*). In the first and second persons, the regular prepositional forms of the personal pronouns are used. (See 61.)

Compro el sombrero para mí. I buy the hat for myself.

77. Position of Reflexive Pronoun Object. The position of a reflexive pronoun is before or after the verb in accordance with the rule stated for object pronouns in 65.

El muchacho se enseña. The boy teaches himself.
Me he comprado un sombrero. I have bought myself a hat.
Hacerse un traje. To make oneself a dress.
Tratándose bien. Treating himself well.

78. Kinds of Reflexive Verbs. A reflexive verb may be:

a. A simple transitive verb used reflexively without change of meaning. Such are the examples given above in 77.

b. A transitive or intransitive verb used reflexively with change of meaning.

marchar, to march; *marcharse*, to go away.
llamar, to call; *llamarse*, to be called, be named.
hallar, to find; *hallarse*, to find oneself, to happen to be, to be.

c. Verbs intrinsically reflexive, *i. e.*, always used reflexively. These are rare, and are generally not translated reflexively into English.

atreverse, to dare; *constiparse*, to catch cold.

DRILL.

Conjugate *atreverse* in the pres. indic., *constiparse* in the past definite, and *hallarse* in the imperfect indicative.

79. Reflexives used with Impersonal or Passive Force. A very common Spanish construction is the use of **se** with the third person singular or plural of a verb, with impersonal force, or as a passive.

a. Corresponding to the English impersonal verb, *se* is used with a verb in the third person singular.

Se dice que Juan está enfermo. They say that John, etc.
No se bebe mucho en España. They don't drink much in Spain.

b. Corresponding to the English passive, *se* is used with a verb which is singular or plural according to the number of the subject.

Muchas lenguas se hablan en Europa. Many languages are spoken in Europe.
El español se habla en España. Spanish is spoken in Spain.

80. Interrogatives *qué* and *cuál*. *Qué,* "what," is a sort of general utility interrogative. It is uninflected, and may be used as subject or as object, as adjective or pronoun. (See sentences in past lessons.)

a. Cuál, plu. *cuáles,* is generally used as a pronoun with the preposition *de,* to mean "which." It also expresses "which" or "what" before any form of the verb *ser.*

¿Cuál de estos hombres es su amigo? Which of these men is his friend?
¿Cuál es la lengua de los Estados Unidos? What is the language of the United States?

Exception. When a definition is asked for, "what" before ser is expressed by qué.
¿Qué es gramática? What is grammar?

81. Impersonal Construction. The third person plural of the verb is sometimes used impersonally, as in English.

¿En España hablan español? Do they speak Spanish in Spain?

82. Definite Article with Names of Countries. With names of countries the definite article may, or may not be

used. Usage varies, but the article is generally omitted if the noun is governed by a preposition.

España: la España	*América: la América*
Vivo en España.	*He viajado por América.*

a. Some geographical names are always accompanied by the article, even when governed by a preposition. Among these are: *El Brasil, el Canadá, los Estados Unidos.*

83. The Irregular Verb *ver,* "to see." Infinitive **ver,** Present Part., **viendo,** Past Part., **visto.**

PRESENT INDICATIVE

veo, I see, etc.	*vemos,* we see, etc.
ves	*veis*
ve	*ven*

IMPERFECT INDICATIVE

veía, I saw, etc.	*veíamos,* we saw, etc.
veías	*veíais*
veía	*veían*

Note. On this imperfect see 71. The past definite is regular, built on the stem of the infinitive, *v-*.

83 A. Superfluous Pronoun Object. An extension of the double pronoun object construction explained in 66 is the use of a superfluous pronoun object of the same number and gender as an expressed noun object. This is commonly used when a personal object stands first in a sentence or clause.

A mi hermana la quiere todo el mundo. Everybody loves my sister.

No me gusta á mí, pero le gusta á mi padre. I don't like it, but my father does like it.

VOCABULARY.

alegrarse, to be glad.
así, adv., thus, so, in this way.
bastante, adv., quite, considerably.
el Brasil, Brazil.
el Canadá, Canada.
capital, f., capital (city).
causa, cause, reason.
á causa de, prep., because of.
colegio, school, college.
Chile, Chile.
¿cómo? what?
¿cuánto tiempo? how long?
Cuba, Cuba.

los (las) demás, the rest, the others.
los Estados Unidos, the United States.
Europa, Europe.
llamarse, to be called, to be named.
marcharse, to go away.
Méjico, Mexico.
mes, m., month.
muchísimo, adv., very much.
mucho tiempo, adv., a long time, long.
mundo, world.
Norte-América, North America.
país, m., country.
patria, native land.
perfectamente, adv., perfectly.
por supuesto, adv., of course.
portugués, -a, Portuguese.
principal, adj., principal.
república, republic.
salud, f., health.
Santiago, Santiago.
solamente, adv., only.
Sud-América, South America.
tiempo, time.
todo, -a, -os, -as, all, whole (adj. and pron.)
todo el mundo, the whole world, everybody.
viajar, to travel.

EXERCISE XIII.

(*a*). Se dice que usted ha viajado mucho.

He viajado bastante. Por los principales países de Europa y también en Sud-América.

¿Cuál de los países que ha visto le gusta más?

Me gusta más mi país (mi patria). A todo el mundo le gusta más su patria. Pero todos debemos viajar si podemos. Así se aprende mucho.

Por supuesto habla usted varias lenguas.

Hablo bastante bien el inglés, el español y el francés. No se necesitan más lenguas que estas tres para viajar por todo el mundo.

¿Qué lenguas se hablan en Sud-América?

En el Brasil se habla portugués. En los demás países de Sud-América hablan español.

¿Se enseña inglés en las escuelas de Sud-América?

En algunas (varias) ciudades hay colegios ingleses.

¿Cómo se llama la capital de la república de Chile?

La capital de Chile se llama Santiago de Chile. Se llama así porque hay otro Santiago en España y otro en Cuba.

¿Pasó usted mucho tiempo en Santiago?

Algunos meses solamente. Me marché á causa de la mala salud de mi esposa.

¿Está buena ahora?

Perfectamente.

Me alegro mucho.

(*b*). ¿Cómo se llama este señor?
¿Por cuáles de los países de Norte-América ha viajado?
¿Se dice que este señor habla varias lenguas?
¿Cuáles son las principales lenguas de Europa?
¿Qué lenguas se necesitan para viajar en Sud-América?
¿Para qué debemos todos viajar?
¿Qué lenguas se hablan en Norte-América?
¿En cuál de los países de Sud-América se habla portugués?
¿Hay colegios ingleses en Sud-América? ¿en el Canadá?
¿Dónde se enseña nuestra lengua?
¿Cuánto tiempo pasó usted en el Brasil?
¿Por qué se marchó usted?
¿Cómo se llama la capital de nuestro país?
¿Cómo se llama usted?
¿Cómo se halla su esposa?

LESSON XIV.

84. Irregular Past Definites. Learn the irregular past definites of **haber, ser, estar, tener, poder, querer, decir, hacer,** and **ir.** (See 531-535, 537, 539, 542, 543.)*

The past definites of *ser* and *ir* are alike. The other past definites in this group have certain points in common. *a.* The stem of the past definite is in all cases distinct from that of the infinitive. *b.* The stress in the first and third persons singular, is on the stem instead of on the ending.

85. Infinitives with a Preposition. The infinitive used after a preposition, may have in Spanish the force of the English present participle.

después de comer, after eating.
sin estudiar, without studying.
antes de levantarse, before getting up.

a. The infinitive after *al,* is translated by *on* with a present participle.

al verla, on seeing her.

*The student is reminded that the imperfects of these verbs, with the exception of ser and ir, are regular. (See 71.)

b. Either of the above constructions may be followed by a subject, in which case they may be translated by a temporal clause.

al levantarme yo, when I got up.
después de entrar Juan, after John came in.

86. Idiomatic Use of *tener*. In English, to express physical or mental condition, we use "to be" with an adjective phrase. Condition is often expressed in Spanish by **tener** with a noun.

Tengo sueño. I am sleepy. (Literally, I have sleep.)
Tenemos prisa. We are in a hurry. (Literally, We have haste.)
El niño tiene hambre. The child is hungry. (Literally, The child has hunger.)

Note. The adverb in the English "I am very sleepy" must be expressed in Spanish by an adjective.

Tengo mucho sueño. (Literally, I have much sleep.)

87. Cardinal Numerals 11 to 39.

once	11	*veinte y dos*	22
doce	12	*veinte y tres*	23
trece	13	*veinte y cuatro*	24
catorce	14	*veinte y cinco*	25
quince	15	*veinte y seis*	26
diez y seis	16	*veinte y siete*	27
diez y siete	17	*veinte y ocho*	28
diez y ocho	18	*veinte y nueve*	29
diez y nueve	19	*treinta*	30
veinte	20	*treinta y uno*	31
veinte y uno	21	*treinta y dos,* etc.	32

a. The numerals from 16 to 19 are also written *dieciséis, diecisiete,* etc. Those from 21 to 29 are written *veintiuno,* etc. Those from 30 to 39 are written *treintaiuno,* etc.

88. Time of Day.

¿Qué hora es? What time is it?
¿Qué hora era? What time was it?
¿Qué hora tiene usted? What time have you?
Es la una. Son las tres. It is one o'clock. It is three o'clock.
Son las cuatro y media. It is half past four.
Eran las cinco y cuarto or *un cuarto.* It was quarter past five.
Son las siete y veinte minutos. It is twenty minutes past seven.
A las ocho menos diez. At ten minutes to eight.

Las diez de la mañana, de la noche. Ten o'clock in the morning (A. M.), in the evening, at night (P. M.).

Las cuatro de la tarde. Four o'clock in the afternoon.

Note the use of the plural verb and article with all hours except the first, and use of feminine article to agree with *hora* omitted. *Y* expresses minutes after the hour and before the half, *menos* expresses minutes after the half and before the next hour. *Minutos* may be expressed or omitted.

89. Use of Definite Article. In Spanish the definite article is used instead of a possessive adjective before names of parts of the body or articles of clothing, provided its use leaves no doubt as to the possessor.

El muchacho abrió los ojos. The boy opened his eyes.

VOCABULARY.

abrir, to open (see 549).
á fuerza de, prep., by dint of, by.
antes de, prep., before.
Carlos, Charles.
cerrado, -a, shut.
cuarto, (noun) quarter.
desayunarse, to have breakfast.
después de, prep., after.
hambre, f., hunger.
hora, hour, time.
irse, to go away, to go along.
levantarse, to get up.
llegar, to arrive (see 73).
medio, -a, adj., half.
menos, adv., less.
minuto, minute.
ojo, eye.
preguntar, to ask (a question).
prisa, haste.
puerta, door.
reloj, m., watch, clock (pronounced *reló*).
sueño, sleep.
universidad, f., university.

EXERCISE XIV.

a. Esta mañana, al abrir los ojos, tenía mucho sueño todavía. Antes de levantarme miré mi reloj y ví que eran ya las ocho menos cuarto. Teniendo que estar en la universidad á las ocho, no tuve tiempo de desayunarme, y me fuí sin comer. Al pasar delante del Café Inglés, un amigo me llamó y me preguntó si no quería entrar. Le dije (*or* respondí) que tenía mucha prisa y que no podía. A fuerza de correr llegué á la clase á las ocho y cinco y encontré la puerta cerrada.

b. Read the above paragraph aloud, making the subject *Carlos,* and making such other changes as the laws of agreement require. Repeat in the same way, making *nosotros* the subject.

c. ¿Dónde estaba Carlos cuando abrió los ojos?
¿Qué hora era cuando Carlos se levantó?
¿Qué tomó antes de irse á la universidad?
Si tenía hambre, ¿por qué no tomó nada?
¿Por qué no pudo desayunarse antes de irse?
¿Por qué no quiso entrar en el café?
¿Qué dijo Carlos al amigo que le había llamado?
¿Se levantó usted tarde ó temprano?
¿A qué hora se levantó usted esta mañana?
¿A qué hora le llamó á usted su madre?
¿Qué hora es?
Al llegar Carlos á la clase, ¿qué hora era?

LESSON XV.

90. The Future and Conditional Indicative. Each of these tenses has but one set of endings to serve for the three conjugations.

FUTURE	CONDITIONAL
-é	**-ía**
-ás	**-ías**
-á	**-ía**
-emos	**-íamos**
-éis	**-íais**
-án	**-ían**

Note. The endings of the conditional of all conjugations are like the endings of the imperfect of the second and third conjugations. All futures and conditionals receive the stress on the first (or only) syllable of the ending.

The stem of the future and conditional, in regular verbs, is the whole infinitive: *i. e.*, the stem of the infinitive together with the infinitive ending. The future and conditional would be formed then as follows:

FUTURE	CONDITIONAL
estudiaré, I shall study.	*escribiría,* I should write.
estudiarás, You will study, etc.	*escribirías,* You would write, etc.

DRILL.

Conjugate in the future and conditional any familiar regular verb, and also *ir, ver, ser* and *estar,* which are regular in these tenses.

91. Use of Future and Conditional. The future tense is used in the main, as in English, to express simple futurity.

Mañana iré á Madrid. To-morrow I shall go to Madrid.
Los niños aprenderán la lección. The children will learn the lesson.

a. The conditional commonly expresses action that is future in reference to some verb in past time.

Le dije que iría á Madrid. I told him that I should go to Madrid.
Le pregunté si vería á mi hijo. I asked him if he would see my son.

Note. For should meaning ought review 30b.

92. Irregular Futures and Conditionals. The endings of all verbs, even the most irregular, are regular in these tenses. Verbs having irregularities in the future and conditional have irregular stems.

a. The vowel of the infinitive ending may be dropped, as in *haber, poder,* and *querer,* whose stems are *habr-, podr-,* and *querr-.*

b. *D* may be substituted for the vowel of the infinitive ending, as in *tener,* whose stem is *tendr-.*

c. The infinitive may be shortened by the loss of two letters, as in *decir* and *hacer,* whose stems are *dir-* and *har-.*

Learn the irregular future and conditional of the verbs mentioned in this paragraph. (See 531, 533-534, 537-539, 543.)

93. Future Perfect and Conditional Perfect. These compound tenses, formed respectively from the future and conditional of *haber* and a past participle, offer no especial difficulty. They are literal translations of the English.

Habrán ido ya. They will have gone already.
No lo habrían visto. They would not have seen him.

94. Comparison of Adjectives.

a. *Equality.* Comparison of equal degree is expressed by *tan,* "as," before the adjective, and *como,* "as," after it.

Juan es tan aplicado como yo. John is as industrious as I.

b. Inequality. Comparison of unequal degree is expressed by ***más***, "more," or ***menos***, "less," before the adjective and ***que***, "than," after it.

Juan es más aplicado que yo. John is more industrious than I.
María es más bonita que Luisa. Mary is prettier than Louise.
Esta lección es menos fácil que la otra. This lesson is less easy than the other.

c. Superlative. Superlative degree is expressed by ***el*** (*la, los, las*) ***más***, or ***el*** (*la, los, las*) ***menos*** before the adjective.

el más corto, the shortest.
la menos fácil, the least easy.

Note 1. If the adjective follows the noun, the article precedes it.
el médico más famoso, the most famous doctor.

Note 2. "In" after a superlative is expressed by de.
el médico más famoso de la ciudad, the most famous doctor in the city.

Note 3. The possessive adjective may take the place of the article.
mis discípulos más aplicados, my most industrious pupils.

95. Use of Definite Article. The definite article must accompany titles, except in direct address.

el señor Suárez, Mr. Suarez.
Señor Suárez, ¿cómo está usted? How are you, Mr. Suarez?

Exception.—*Don* and *Doña* are Spanish titles that have no English equivalent. They are used before the Christian name only, and are never accompanied by the article. *Don Carlos, Doña María.**

96. Omission of Indefinite Article. The indefinite article is not used with a predicate noun denoting class, profession, occupation, rank and nationality.

Mi amigo es americano. My friend is an American.
Don Carlos es maestro. Charles is a teacher.
¿No es usted médico? Are you not a doctor?

a. If the predicate noun is limited by an adjective, the article must be used.

El Sr. López es un médico muy famoso. Mr. López is a very famous doctor.

97. Present Participle Clauses. A clause introduced by a present participle may express a condition.

Teniendo yo dinero, compraría una casa. If I had money, I should buy a house.

Siendo médico, ¿trabajaría usted día y noche? If you were a doctor, would you work day and night?

---

*Señor, Señora, Don and Doña are abbreviated Sr., Sra., D., Da.

VOCABULARY.

Alfonso, Alphonso.
besar, to kiss.
desde...hasta, from...to.
Diego, James.
criado, -a, servant.
ejemplo, instance, example.
famoso, -a, famous.
Fernández, a family name.
leche, f., milk.
médico, physician.
mediodía, m., noon.
mujer, woman, wife.
ocupado, -a, busy.
oficina, office.
pie, m., foot.
  á pie, on foot.
periódico, newspaper.
por, prep., for, in, during.
tan, adv., as, so.
tanto, adv., so much.
taza, cup.

todo el día, toda la noche, toda la mañana, all day, all night, all the morning.
por la mañana, in the morning, mornings.
por la tarde, in the afternoon, afternoons.
por la noche, at night, in the evening, nights, evenings.
por el día, during the day.

EXERCISE XV.

a. El Sr. Fernández se llama D. Diego. Su esposa (mujer) se llama Da. Carmen. D. Diego es médico. Es un médico famoso. Su hermano D. Alfonso es también médico, pero no es tan famoso como D. Diego. El Sr. Fernández es uno de los médicos más famosos del país. Es el mejor médico de la ciudad. Todo el día D. Diego está muy ocupado. Por ejemplo: Mañana la criada le llamará á las siete menos cuarto. Tomará una taza de café con leche, y pan ó tostadas, repasando (mirando) al mismo tiempo el periódico de la mañana y las cartas que hallará en la mesa del comedor. Entonces besará á sus hijos y á su mujer, y se irá á pie á su oficina, donde le estarán esperando muchos enfermos. Allí estará desde las ocho hasta mediodía. Por la tarde tendrá que visitar á los enfermos que no han podido ir á verle en la oficina.

b. ¿Es maestro el Sr. Fernández?
¿Qué es el Sr. Fernández?
¿Cómo se llama?
¿Qué hace por la mañana?
¿Es más famoso que su hermano?
¿Cuál de los dos es el más ocupado?
¿Cómo pasará D. Diego el día mañana?
¿Qué hará mientras que está comiendo?
¿Quién es el mejor médico de la ciudad?
¿Cómo irá á la oficina?
¿Le verán sus hijos antes de irse él á la oficina?

Para ir á la oficina, ¿por qué calle tendrá que pasar?
¿Tendrá que estar mucho tiempo allí?
¿Por qué no van todos los enfermos á verle en la oficina?
¿Dónde los visita él?
Teniendo que trabajar tanto, ¿desearía usted ser médico?
Estando enfermo, ¿llamaría usted á D. Diego?
¿Se marchó su amigo de Vd. por la tarde?
¿A qué hora come Vd. por la mañana?

LESSON XVI.

SYNOPSIS.

ARTICLE—(a) definite, use (82, 89, 95)
(b) indefinite, omission (96)
ADJECTIVE—(a) descriptive, comparison (94)
(b) numeral, cardinal 11-39 (87)
(c) interrogative pronoun-adjectives **qué** and **cuál** (80)
PRONOUN—Reflexive (a) forms (76)
(b) position (77)
VERB—(a) Regular (1) future and conditional (90, 91)
(2) future and conditional perfect (93)
(3) reflexive verbs (75, 78, 79)
(4) impersonal construction (81)
(5) infinitive after preposition (85)
(6) present participle clauses (97)
(b) Irregular (1) irregular past definite (84)
(2) irregular futures and conditionals (92)
(3) ver (83)
(4) tener, idiomatic use (86)
MISCELLANEOUS—Time of day (88)

EXERCISE XVI.

Turn into Spanish. 1. Will you please tell me where there is a doctor's office? 2. The doctor will be in his office this afternoon, from three to quarter past five. 3. We have been traveling this summer with a Portuguese gentleman and his wife. 4. They said that they should arrive at nine twenty-eight. 5. By dint of working hard (*mucho*), we shall speak German perfectly. 6. Brazil is as large as the United States, and larger than Canada. 7. Santiago is the largest city in the Republic of Chile. 8. James's college is very far away; consequently, in order to have breakfast before going on foot to his class, he has to get up early. 9. We wanted to go in, but could not. 10. How long were they in Mexico? They were not there long. 11. They say that you do not like South America. 12. On the contrary, I like it very much. 13. What is

this servant's name? His name is Alphonso. 14. At what time did they go away? 15. Mr. Suárez is a very famous man. He teaches in the University of Barcelona. 16. The best country in the world is my native land. 17. The children are in a hurry, but they have time to kiss their mother. 18. They asked us what time it was. 19. Shall we take seats near the door? 20. When I saw Charles in his office, he was very busy, so I went away after talking a few minutes with him. 21. What shall we be able to do then? 22. What kind of man is the President of Cuba? 23. If you were sick, what should you do? 24. How long shall we have to wait in order to see them? 25. Who made you that suit? 26. What will mother say? 27. If you were very hungry should you take ice-cream? 28. My wife, because of her poor health, eats very little in the morning. 29. She takes only a cup of coffee with milk. 30. Did you buy the watch for yourself? 31. Are you sleepy? Then why have you your eyes shut? 32. May I accompany you (*fem.*)? 33. I shall go to-night. 34. Have you not seen the magnificent lace at Rico's? 35. My best friend is not a teacher. He is a doctor. 36. You should study every evening.

LESSON XVII.

98. Subjunctive Mode.

The use of the subjunctive has become very rare in English. It will be recognized in the following examples:

If it be he, let him come in.
Were I you, I should go to-morrow.
I desire that he come at once.

In Spanish, on the other hand, the use of the subjunctive is so common that there is a whole range of ideas which cannot be expressed without a knowledge of its forms. To express these ideas, the subjunctive has a full complement of tenses, both simple and compound, one to correspond to each tense of the indicative.

99. Subjunctive and Indicative.

A verb in the indicative, in both English and Spanish, makes a direct statement, either positive or negative, or asks a direct question. It is used in simple sentences and independent clauses.

John is sick.
The wind is blowing, but it is not cold.
Has John gone, or is he still in his room?

A verb in the subjunctive cannot make a direct statement or ask a direct question. It is employed, in general, in dependent clauses, whose meaning is intelligible only in connection with the idea expressed in the principal clause. In the following examples, the verb in the dependent clause would be expressed in Spanish by the subjunctive:

I wish that he would come.
Do you know a man who can fix bicycles?
It is too bad that he is so thoughtless.
They will stay until he comes.

100. Present Subjunctive. The endings of the present subjunctive are, in regular verbs, added to the stem of the infinitive.

FIRST CONJ.	2ND AND 3D CONJ.
-e	**-a**
-es	**-as**
-e	**-a**
-emos	**-amos**
-éis	**-áis**
-en	**-an**

Applying these endings to stems of familiar regular verbs, we get:

pregunte	*responda*
preguntes	*respondas*
pregunte	*responda*
preguntemos	*respondamos*
preguntéis	*respondáis*
pregunten	*respondan*

Note. The stress in the present subjunctive is the same as in the present indicative. Note that, contrary to what is true in the indicative, the characteristic vowel of the present subjunctive is not that of the infinitive.

101. Subjunctive in Dependent Object Clauses. The subjunctive is regularly used in Spanish in a dependent noun clause which is the object of a verb in the main clause that expresses (a) some idea of **willing** or **causing**, such as a command, a request, a prohibition or a permission.

Le digo á usted que no entre. I tell you not to go in.

Mi padre ha prohibido que vaya allá. My father has forbidden me to go there.

(b) Some **emotion** such as fear, desire or hope.

Espera que me halle bueno. She hopes that I am well.
Temo que no estudie bastante. I fear he doesn't study enough.
¿Quiere Vd. que entre ahora? Do you want me to go in now?

REMARK. Verbs of this group are followed by the indicative or infinitive, if there is no change of subject.

Espero que la hallaré mejor de salud. I hope I shall find her better.
Espero hallarla mejor de salud. I hope to find her better.
Desea entrar en seguida. He wishes to come in at once.

102. Subjunctive in Dependent Subject Clauses. The subjunctive is used in a noun clause which stands as logical subject of **ser** used impersonally.

Es probable que la veamos esta tarde. It is probable that we shall see her this afternoon.

EXCEPTION. Impersonal *ser* used to state a certainty, is followed by the indicative.

Es cierto que no aprendemos mucho. It is certain that we are not learning much.

REMARK. Impersonal *ser* is followed by an infinitive if the dependent verb has no expressed subject.

Es preciso ir ahora. It is necessary to go now.

103. Sequence of Tenses. A verb in the dependent clause is in the present subjunctive if the verb in the main clause is present, future or perfect indicative.

Le diré que entre. I shall tell her to come in. (See also examples above.)

Note. The time expressed by the present subjunctive is identical with that of the verb of the main clause, or subsequent to it.

104. Irregular Present Subjunctives. The present subjunctives of most irregular verbs are irregular. Learn those of ir and **ver** (see 535 and 546).

105. Dependent Infinitives. Many verbs which admit of a dependent infinitive do not require a preposition between verb and infinitive. To this class belong **querer,**

desear, deber and **poder.** Note the following examples of verbs which do require a preposition.*

Me enseñó á hablar bien. He taught me to speak well.
Aprendemos á escribir. We are learning to write.
Vamos á comer. We are going to eat.
Tratar de ser bueno. To try to be good.

VOCABULARY.

al fin, adv., finally, at last.
á menudo, adv., often, frequently.
bastante, adv., enough.
bueno de salud, in good health.
cierto, certain, sure.
dejar, to let, allow.
delgado, thin, slender.
despeinado, dishevelled.
edad, f., age.
en seguida, adv., at once.
esperar, to hope, expect.
escalera, stairs.
fuerte, strong.
guisar, to cook.
hasta, prep., as far as, up to, until.
malo de salud, in poor health.
mismo, own.
molestar, to trouble.
momento, moment.
no más que, only.
nota, note, mark (in school).
particular, private.
permitir, to permit, let, allow.
posible, possible.
preciso, necessary.
probable, probable.
prohibir, to forbid.
pronto, adv., soon.
sala, parlor.
silla, chair.
sucio, dirty.
temer, to fear, be afraid.
tratar de, to try to.

EXERCISE XVII.

a. (Dos señoras están sentadas en la sala de una casa particular.)

Se dice que su hijo Alfonso no está muy bueno de salud.

Temo que no se halle tan fuerte como desearía.

Es cierto que está más delgado que algunos niños de su misma edad.

Es muy probable que estudie demasiado. Le he prohibido que trabaje por la noche, pero él desea mucho tener buenas notas, y su padre le está diciendo siempre que trate de ser el mejor de la clase.

¿Está en casa su hija?

Sí, está; pero está en la cocina, aprendiendo (*or* donde está aprendiendo) á guisar, y está tan sucia y despeinada que no puedo permitir que entre aquí.

¿No me hace Vd. el favor de dejarle que entre no más que por un momento? Deseo tanto verla.

* Hereafter, verbs that require a preposition before a dependent infinitive, will be indicated in the vocabularies.

(La madre permite á la niña que entre, y las tres hablan por un rato. Al fin la señora se levanta para marcharse, y la madre de la niña le dice:)

¿Se va Vd. tan pronto?

Sí, señora. Es preciso que me halle en casa antes de las seis.

Entonces la acompañaré á Vd. hasta la puerta de la escalera.

No quiero que Vd. se moleste.

Espero que Vd. nos visite á menudo. Nuestra casa está tan cerca de la suya.

b. ¿Qué se dice de Alfonso?

¿Qué teme su madre?

¿No es cierto que está fuerte?

¿Es posible que trabaje demasiado?

¿Qué le ha prohibido su madre?

¿Quién le ha dicho que trate de tener buenas notas?

¿Qué más le dice su padre?

¿Por qué no quiere esta señora que su hija entre en la sala?

¿Por qué es preciso que la otra señora se marche tan temprano?

Al acompañar á la señora hasta la puerta, ¿qué le dice la madre de la niña?

c. ¿No quiere Vd. que vea su libro?

¿Desea Vd. que estudiemos juntos?

¿No me ha dicho Vd. que repase mis lecciones ahora?

¿No espera Vd. que nuestra madre nos compre algo en esta tienda?

¿Quiere Vd. que mi madre le enseñe á guisar? ¿á hablar español?

¿Me permite Vd. que vaya á casa de Luisa?

¿Qué edad tiene su hijo de Vd.?

LESSON XVIII.

106. Radical-changing Verbs. There is a large group of Spanish verbs whose only irregularity consists of the systematic substitution, under certain conditions, of another vowel, or a diphthong, for the stem vowel (*i. e.*, the vowel of the syllable that precedes the ending).

Ex. *dormir,* to sleep; *duermo,* I sleep; *entender,* to understand; *entiendo,* I understand.

These verbs are called radical-changing (*i. e.*, root-changing). They are divided into three classes according to the character of their vowel changes. In the infinitive they are not to be distinguished from verbs that are not radical-changing.

107. First Class. Verbs of this class belong to the first or second conjugation, and have stem-vowel **e** or **o**. They change stem-vowel **e** to **ie,** and stem-vowel **o** to **ue,** in all forms whose stress falls on the stem. The forms already learned which have such stress are the present indicative and subjunctive, all of the singular, and the third person plural. The verbs given below are representative of this class. Forms not given may be assumed to be regular.

ENTENDER, to understand.

PRES. INDIC. *entiendo, entiendes, entiende,* entendemos, entendéis, *entienden.*
PRES. SUBJ. *entienda, entiendas, entienda,* entendamos, entendáis, *entiendan.*

VOLVER, to turn, to return.*

PRES. INDIC. *vuelvo, vuelves, vuelve,* volvemos, volvéis, *vuelven.*
PRES. SUBJ. *vuelva, vuelvas, vuelva,* volvamos, volváis, *vuelvan*

108. Second Class. Verbs of this class belong to the third conjugation and have stem-vowel **e** or **o.** They change these stem-vowels in the same way as do verbs of the first class, and in the same places. In addition they change stem-vowel **e** to **i,** and **o** to **u** (1) in the present subjunctive, first and second persons plural, and (2) in those forms whose ending begins with **ió** or **ie.** This last change occurs in the past definite, third person singular and plural, and in the present participle.

SENTIR, to feel, regret, be sorry.

PRESENT PARTICIPLE. *sintiendo.*
PRES. INDIC. *siento, sientes, siente,* sentimos, sentís, *sienten.*
PRES. SUBJ. *sienta, sientas, sienta, sintamos, sintáis, sientan.*
PAST DEF. sentí, sentiste, *sintió,* sentimos, sentisteis, *sintieron.*

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* **Volver has in addition an irregular past participle, vuelto.**

DORMIR, to sleep.

PRESENT PARTICIPLE. *durmiendo.*
PRES. INDIC. *duermo, duermes, duerme,* dormimos, dormís, *duermen.*
PRES. SUBJ. *duerma, duermas, duerma, durmamos, durmáis, duerman.*
PAST DEF. dormí, dormiste, *durmió,* dormimos, dormisteis, *durmieron.*

109. Third Class. Verbs of this class belong to the third conjugation, and all have the stem-vowel **e.** This stem-vowel is changed to **i** in all forms whose stress falls on the stem (*i. e.,* the present indicative and subjunctive, all of the singular, and the third person plural). In addition they change **e** to **i** (1) in the present subjunctive, first and second persons plural, and (2) in those forms whose endings begin with **ió** or **ie.**

VESTIR, to dress.

PRESENT PARTICIPLE. *vistiendo.*
PRES. INDIC. *visto, vistes, viste,* vestimos, vestís, *visten.*
PRES. SUBJ. *vista, vistas, vista, vistamos, vistáis, vistan.*
PAST DEF. vestí, vestiste, *vistió,* vestimos, vestisteis, *vistieron.*

DRILL.

Conjugate the radical-changing verbs in the vocabulary, and also *recomendar* and *encontrar,* which are radical-changing of the first class.

110. Irregular Present Subjunctives. The present subjunctives of **querer** and **poder** may be conveniently learned at this point, since they are just like the present subjunctives of radical-changing verbs of the first class. (See 537 and 539.)

111. The adjectives **bueno, malo, alguno,** "some," **ninguno,** "no," **primero,** "first," **tercero,** "third," and **postrero,** "last," may stand before their noun or another adjective. In this position the masculine form loses its final **o.**

el primer hombre; ningún buen teatro; algún muchacho.

112. Mismo (-a, -os, -as), "self," is often used to intensify a noun or pronoun subject, or a prepositional reflexive pronoun.

Mi padre mismo me llamó. My father called me himself.
Ellas mismas entraron. They themselves came in.
El muchacho se enseñó á sí mismo. The boy taught himself.

VOCABULARY.

acostarse, to lie down, go to bed (R-ch I)*
aguja, needle, hand (of a watch).
anoche, adv., last night.
aunque, conj., although.
comedia, play, comedy.
de prisa, adv., fast, rapidly.
despacio, adv., slowly.
despertar, to wake (transitive, R-ch. I).
despertarse, to awake, wake up.
divertirse, to enjoy oneself, to have a good time (R-ch. II).
hasta, prep., until.
interesante, interesting.
lo que that which, what, that (relative pron.)
los dos, las dos, the two, both.
indicar, to indicate, show.
medianoche, f., midnight.
nuevo, new.
olvidar, to forget.
parte, f., part.
por completo, adv., completely.
por lo común, adv., ordinarily.
raramente, adv., rarely.
representar, to act, play, give, (of shows).
sabio, learned.
teatro, theater.
vestirse, to dress (intransitive).
volverse, to return, go back come back.

EXERCISE XVIII.

a. El padre de Carlos es un hombre muy sabio. Hablando con él siempre aprendo algo. Aunque no entiendo muy bien el español, él habla siempre tan despacio que entiendo perfectamente todo lo que dice. (El dice raramente cosas que no puedo entender perfectamente.) Los quiero á los dos (á él y á su hijo). Algún día iremos juntos á visitarlos. Anoche fuí con ellos al teatro, donde se representó una comedia nueva. Me divertí muchísimo y no volví á casa hasta medianoche (las doce de la noche). Me acosté en seguida. Por lo común mi padre me despierta cuando él se levanta; pero esta mañana él mismo durmió hasta las ocho, y al despertarse, me olvidó por completo. Cuando yo me desperté, la primera cosa que hice fué mirar mi reloj, y ví que las agujas indicaban las nueve menos veinte. Me levanté en seguida y me vestí muy de prisa.

b. En la primera parte de esta lección, ¿quién está hablando? ¿De quién está hablando?

* In succeeding vocabularies all radical-changing verbs will be noted.

¿Qué clase de persona es el padre de Carlos?
¿Entiende el muchacho lo que dice?
¿No habla demasiado de prisa?
¿Dónde fueron los tres anoche?
¿Les gustó la comedia?
¿Dónde se representó la comedia?
¿Se volvieron temprano á casa?
¿Qué hicieron entonces?

c. ¿Me entiende Vd. cuando hablo de prisa?
¿Quieren Vds. que hable más despacio?
Por lo común, ¿á qué hora se despierta Vd. por la mañana?
¿Le despierta á Vd. su madre?
¿Qué hace Vd. cuando tiene sueño?
¿Se acuesta Vd. tarde ó temprano?
¿A qué hora, por lo común?
¿A qué hora es preciso que se acuesten los niños?
Después de la clase, ¿se vuelven Vds. en seguida á casa?
Al levantarse, ¿qué hace Vd. primero? ¿y después?
¿Quiere Vd. que le recomiende un buen maestro de español?
Espero que Vds. se diviertan.
Espero que Vd. duerma bien.

LESSON XIX.

113. Two Pronoun-objects. When a verb has two pronoun-objects, one direct and the other indirect, both are commonly expressed by the regular forms, whose position with regard to the verb is the same as that of a single pronoun-object (see 65).* The indirect object regularly precedes the direct, though the reflexive of the third person, **se,** always comes first, whether direct or indirect.

Mi padre me lo dió. My father gave it to me.
Lo compré para dártelo. I bought it to give to you.
enseñándomela, showing it to me.
Ella se lo hizo. She made it for herself.
Juan se me presentó. John introduced himself to me.

* Posterior position of two object-pronouns always makes necessary a written accent on the verb-form.

114. Substitute Pronoun *se*. Two pronoun-objects beginning with the letter l may not stand side by side; so if both objects are of the third person, for the first (which would be the indirect **le** or **les**), is substituted a form **se**. This **se** must not be confused in use with the reflexive **se**.

Se lo (not *le lo*) *he dado*. I have given it to him (you, her).
dándoselas, (not *les las*), giving them to them (to you).

115. Double Pronoun Object Construction. This construction, which was explained in 66, is used also with one of two pronoun-objects, for the sake of contrast or emphasis.

Ella me lo ha dado á mí. She has given it to me.
A mí me lo han enseñado. They have shown it to me.

a. It is very commonly used to clear up ambiguity caused by the use of the substitute pronoun *se*.

Se lo he dado á él (*á usted, á ella*). I have given it to him (to you, to her).

Voy á enseñárselo á Vds. (*á ellos, á ellas*). I am going to show it to you (to them).

116. Prepositional Object Pronoun used alone. The prepositional object pronoun (*á mí, á usted,* etc.) ordinarily accompanies a regular object pronoun of the same gender, number and person, which it intensifies or explains. In a few cases, however, it is used instead of the regular object-form.

a. If the direct object of a verb is *me, te, nos* or *os,* the indirect object assumes the prepositional form.

Me han recomendado á Vd. They have recommended me to you.

Os presentarán á ella. They will introduce you to her.

b. It is used when the verb which governs the pronoun, having been previously expressed is not repeated.

Se los he dado á él, pero no á ella. I gave them to him, but not to her.

¿A quién busca? A Vd. For whom is he looking? For you.

c. Instead of using the indirect object pronoun to express the person for whom something is done, it is current to use *para* with the prepositional form.

Lo he comprado para Vd. I bought it for you.
Mi madre lo hizo para mí. Mother made it for me.

117. Neuter Gender. Since in Spanish all names of beings and things are masculine or feminine, only the names of ideas and qualities may be neuter.

a. The definite article has a neuter form *lo,* which may be used before the masculine singular form of the adjective, to express the notion of quality.

lo bueno, that which is good.
lo azul, blue (that which is blue).

b. Related to the personal pronouns are the neuter subject and prepositional form *ello,* and the neuter object and predicate form *lo.* Both are used to refer to ideas or sentences.

Se dice que Juan no está fuerte. No puedo creerlo. They say John is not strong. I can't believe it.

Ello es que no está fuerte. The "thing of it" is, he is not strong.

Quiero informarme de ello. I want to find out about it.

Lo is often used in the second part of a compound sentence to avoid repetition of an idea of the first part, and in answers with the verb *ser,* to avoid repetition of part of the question.

Juan está enfermo y su hermana lo está también. John is sick and his sister is too.

María es aplicada pero su hermano no lo es. Mary is industrious but her brother is not.

¿Es usted médico? Lo soy. Are you a doctor? I am.

c. The neuter demonstrative pronouns *esto, eso* and *aquello,* are used to point out a sentence or idea.

Esto es malo. This matter is bad.
Aquello de Juan. That matter concerning John.
Eso que Vd. me dice. That which you tell me.

d. The neuter form of the possessive pronoun expresses in a general way the idea of possession or property.

lo mío, that which is mine.

118. Irregular verb *dar,* "to give." The Participles, Imperfect, Future and Conditional of *dar* are regular. Learn the Present Indicative and Subjunctive, and the Past Definite. (See 530.)

119. Omission of Definite and Indefinite Articles. Both articles are regularly omitted before a noun in apposition.

El Sr. Fernández, médico famoso. Mr. Fernández, a famous doctor.

Alfonso, Rey de España. Alphonso, the King of Spain.

120. Idiomatic. *Acabar.* The verb *acabar,* "to finish," is used idiomatically in the present or imperfect, followed by *de* and an infinitive, to describe an act as just completed in the present or in the past.

Acabo de llegar. I have just arrived.
Acababan de estudiar. They had just been studying.

VOCABULARY.

amarillo, yellow.
atreverse á, to dare to.
azul, blue.
enfermedad, f., illness.
joven, m., f., young man, young woman.
llorar, to cry.
morirse, to die (R-ch. II).*
noticia, piece of news.
preferir, to prefer (R-ch. II).
pues, conj., then, for, well.
querer decir, to mean.
recibir, to receive.
suplicar, to entreat, beg (see 73 and 101a).
verdadero, true.

EXERCISE XIX.

a. ¿Qué quiere decir esto? ¿Por qué está Vd. llorando? ¿Qué tiene Vd.? (*What is the matter with you?*)

Acabo de recibir una noticia muy mala.

¿Qué hay? (*What is the matter?*)

Ello es que mi tío Juan, hermano de mi madre, está muy enfermo, y que se teme que se muera.

¿Quién se lo ha dicho?

Me lo dijo mi hermano. A él se lo dijo mi tía misma.

Entonces la noticia tiene que ser verdadera. ¿Se lo ha dicho Vd. á su madre?

No señor; no me atrevo á decírselo.

Pues Vd. debe hacerlo en seguida. Si Vd. no quiere, yo mismo lo haré.

¿Me hace Vd. ese favor?

b. ¿Quién le dió á la niña la noticia de la enfermedad de su tío?

¿De quién tuvo (*or* recibió) su hermano la noticia?

¿Se la dió la niña á su madre?

¿Por qué?

¿Quién le hizo á la niña el favor de decírselo á su madre?

c. La niña tiene muchas flores azules y amarillas. Se las dió Juan, joven que la quiere mucho. A la niña no le gusta mucho lo

* Also has irregular past participle muerto.

amarillo. Prefiere lo azul; por consiguiente las flores amarillas las va á dar á su hermana. Le he suplicado que me las dé á mí, pero ella no quiere hacerlo (*or* no lo quiere). Me dice—Se las daré á mi hermana, pero no á Vd.

d. ¿Qué color le gusta más á la niña?

¿Qué color prefiere la niña?

¿Cuál es el color de las flores que el joven le ha dado á la niña?

¿Se las quiere dar ella á la joven, amiga de su hermana?

¿A quién se las va á dar ella?

¿Prefiere Vd. lo azul á lo amarillo?

¿Quiere Vd. que le presente á mi amigo?

¿Se le presentó Juan (á Vd.)?

¿Quién se le presentó (á Vd.)?

¿Son Vds. discípulos del señor Suárez?

¿Ha recibido V. noticia de ello?

LESSON XX.

SYNOPSIS.

ARTICLE—(a) omission of definite and indefinite (119)
(b) neuter forms (117a)

ADJECTIVE—(a) lose final o (111)
(b) mismo, "self" (112)

PRONOUN—(a) personal (1) position of two objects (113)
(2) substitute se (114)
(3) double object construction (115)
(4) prepositional form alone used (116)
(5) neuter ello and lo (117b)
(b) possessive, neuter forms (117d)
(c) demonstrative, neuter forms (117c)

VERB—(a) Regular (1) subjunctive mode (98, 99)
(2) " use in subject clauses (102)
(3) " use in object clauses (101)
(4) subjunctive present (100)
(5) subjunctive sequence of tenses (103)
(6) infinitive, dependent (105)
(b) Irregular (1) present subjunctive of ir, ver, poder, querer (104, 110)
(2) dar (118)
(3) radical-changing verbs (106-109)

MISCELLANEOUS—Idiomatic, acabar (120)

EXERCISE XX.

Turn into Spanish. 1. Yellow is not so pretty as blue. 2. Is it hard to get up early in the winter? 3. This young man has a great deal of ability. 4. They had just received the news of Juan Rico's illness. 5. The child could not speak of it without crying.

6. That is what I mean. 7. Both were dirty and dishevelled. 8. I have just waked up. 9. The servant says that she is sorry she can not let them come in. 10. I want very much to go to the theatre and see a play. 11. It is necessary for the children to sleep a good deal. 12. There are only three chairs in the parlor. 13. She herself gave them to me. 14. It is true that I did not go back home until noon. 15. I beg you to permit me to come in for a moment. 16. That is the most interesting age. 17. This is the third month of the year. 18. The children tried not to trouble their teacher. 19. Do you dare to return home late? 20. Of course she is very sick, but they are not afraid that she is going to die. 21. It is not probable that I shall go to bed soon. 22. Are you willing to give them to me? 23. I did not give them to him, but to her. 24. For whom did you buy it? For you. 25. At last I understand you. 26. We often go there in the evening. 27. Every one likes to receive a good piece of news. 28. In this street there is a magnificent private house. I want you to see it. 29. In what part of Europe have they been traveling? 30. They will wait for us an hour and a half. 31. Last night they had a good time at Charles's. 32. I shall not forget what you told me. 33. Ordinarily I prefer what is new. 34. The hands of my watch indicated a quarter before eleven. 35. His father tells him to get up and dress himself at once. 36. Is your father a teacher of French? He is. 37. You are a good boy. 38. No man is as learned as he wants to be. 39. She is not in good health, and her father has forbidden her to study so much. 40. Will you please speak more slowly?

LESSON XXI.

121. Subjunctive in Main Clauses. The first or third person present subjunctive often occurs in expressions which may be construed as clauses depending upon an unexpressed wish or command.

Que Vd. descanse. May you rest well.
Que suban. Let them come up.
Comamos ahora. Let us eat now.*

* Ir is the only verb which has a special form (vamos instead of vayamos) to use in this sort of subjunctive clause.

a. If the subject of such a sentence be a noun expressed, either *que* may precede it, or *que* may be omitted and the subject follow the verb.

Que Juan suba en seguida. Let John come up at once.
Suba Juan en seguida. Let John come up at once.

b. Object pronouns precede the verb if it be negative or introduced by *que*. Otherwise they are attached to the verb, which requires a written accent on the stressed syllable.

No lo compremos. Let us not buy it.
No lo compre Juan. Let John not buy it.
Que Juan lo compre. } Let John buy it.
Cómprelo Juan. }
Comprémoslo. Let us buy it.

NOTE. A reflexive verb used in this way drops the *s* of the first person plural.

Desayunémonos. Let us have breakfast.

122. Present Subjunctive as Imperative. It is but a step from the indirect commands just described to the direct imperative. This is regularly expressed by the present subjunctive, third person singular or plural, with **usted (ustedes)** expressed or implied.

Coma Vd. ahora. Coman Vds. ahora. Eat now.
Vayan Vds. en seguida. Go at once.
No corra Vd. tanto. Don't run so much.

a. In positive commands the object pronouns are joined to the verb form, which must be accented; in negative commands they precede the verb.

Espérenme Vds. Wait for me.
Cómpremelo Vd. Buy it for me.
No me lo compre Vd. Don't buy it for me.

123. Irregular Present Subjunctives. Learn the irregular present subjunctives of **ser, estar, tener, hacer, decir, haber.** (See 531-534, 542-543.)

Note that the present subjunctives of **tener, hacer** and **decir** are formed on the same stem as the first person present indicative, and that the present subjunctive of **estar** is regular except for the accent in four forms.

124. Verbs with Inceptive Endings. For these verbs see 513, and learn irregularities of **conocer.**

VOCABULARY.

adelante, adv., forward.
¡Adiós! Good-bye. How do you do?
amabilidad, f., amiability, kindness.
aprovechar, to be of profit.
bondad, f., goodness.
caballero, gentleman, Sir.
comprender, to understand.
conocer, to know (*i. e.*, to be acquainted with), to make the acquaintance of.
conocido, acquaintance.
descansar, to rest.
despedirse (*de*), to say good-bye (to) (R-ch. III).
Dios, God.
emplear, to use, employ.
encontrarse, to find oneself, to be (R-ch. I).
familia, family.
frase, f., phrase, sentence.
gracias, thanks.
luego, adv., at once, soon, bye and bye.
modo, way, manner.
novedad, f., novelty, change.
orden, f., order, command.
perdonar, forgive, excuse.
sentarse, to sit down (R-ch. I).
señorito, *-a*, young gentleman, lady.
Señorita, Miss.
servidor, *-a*, servant (not used literally).
servir, to serve (R-ch. III).
servirse, to help oneself.
siguiente, following.
¡Vaya! The idea! (from *ir*).
vista, sight, view.

EXERCISE XXI.

(A.) *Buenos días, Sr. Suárez.* Good morning, Mr. Suárez.
Buenas tardes, Sra. Rico. Good afternoon, Mrs. Rico.
Buenas noches, Juan. Good evening, John.

These are the ordinary salutations. The reply may be in the same words, or:—

Muy buenos los tenga Vd. Good morning to you.
Muy buenas las tenga Vd. Good afternoon (evening) to you.

Still more formal replies are:—*Servidor de Vd. A la orden de Vd.*

Acknowledging a greeting one may say:—*Tanto gusto en verle á Vd.*

¡Adiós Carlos! is a very informal greeting to intimate friends.

A greeting is commonly followed by an inquiry as to the other person's health, using one of the following forms:

¿Cómo está Vd.?
¿Cómo se halla Vd.?
¿Cómo se encuentran Vds.?
¿Cómo lo pasa Vd.? (Literally, How are you passing it?)

More informal are:—*¿Cómo le va?* and *Hola, ¿qué tal?* equivalent to "How goes it"?

Note the replies:—*Muy bien, gracias. Bien, gracias ¿y Vd.? Así así. Así pasando.* (After a fashion.) *Sin novedad.*

To inquire about the health of the members of another's family:—

¿Cómo está su señor padre?
¿Cómo se halla su señora madre?
¿Cómo se encuentra su señor esposo?
¿Cómo están los de su casa?
¿Cómo está la familia?

A gentleman does not inquire about the health of another gentleman's wife or sisters, unless he happens to be an intimate friend. He says instead:—

¿Y cómo están en casa?

On taking leave, *Buenos días, Buenas tardes* and *Buenas noches* are used. Also, more formally:—

Vaya Vd. con Dios. (To one leaving.)
Quede Vd. con Dios. (To one left behind.)
Vd. lo pase bien. (May it go well with you.)

Adiós is less formal, and less commonly used than is generally supposed.

On leaving anyone at night, we may say:—*Que Vd. descanse,* and to one who is going to the theatre or other place of amusement, *Que Vd. se divierta.*

Very commonly used among acquaintances are:—

Hasta mañana. Until to-morrow.
Hasta luego. See you later. (That is, in the course of the day.)
Hasta la vista or *Hasta otra vista.* (Indefinite.)

"Please" is expressed by *Sírvase* (*Sírvanse*), *Hágame Vd. el favor de...*, *Tengan Vds. la bondad de...*, *Tenga Vd. la amabilidad de...* The first is generally used when one wishes to confer a favor, the others when one asks a favor.

Sírvase Vd. sentarse.
Tenga Vd. la bondad de hablar más despacio.
Hágame Vd. el favor del pan.

The expression already given in an earlier lesson, *¿Me hace Vd. el favor?* is a shade more courteous because of the interrogative form.

On entering the dining-room of a boarding-house, or the compartment of a train, it is proper to greet those already seated. On leaving the table before the others are through, one says:—*Que les aproveche á Vds.*

To ask another person to repeat what he has said:—

¿Cómo?
¿Qué ha dicho Vd.? No le comprendo (entiendo) muy bien.
Perdóneme Vd. No he entendido.

Instead of passing through a door ahead of another, one should say:—*Pase Vd. Señor* (*Señora*). The same phrase means "come in," if used on opening the door to a person who has knocked. If one does not go to the door, "come in" is expressed by *¡Adelante!*

Caballero, Sir, is always more courteous than *Señor,* in address.

Note the following:—

Salude Vd. á su señora madre. Remember me to your mother.

Permítame que le presente á mi amigo, el Sr. Fernández.

Tanto (or *mucho*) *gusto en conocerle, Señor.*

Siéntese Vd. (*Tome Vd. asiento.*)

No se moleste Vd.

Muchísimas gracias. No hay de qué. (Don't mention it.)

(B.) ¿Cómo se dicen en español las frases siguientes? *Good morning. Excuse me. Kindly pass the bread,* etc.

¿Qué frase empleamos para presentar á una persona á otra?

¿Cómo se responde?

Al entrar en un comedor donde hay varias personas, ¿qué se hace?

¿Qué quiere decir en inglés "hasta luego"?

¿Qué decimos al despedirnos de un amigo que se va?

¿Qué frase empleamos cuando no entendemos bien lo que otra persona ha dicho?

¿Cuáles son los varios modos de saludar á un conocido?

¿Cómo se pregunta por la salud de una persona?

LESSON XXII.

125. Imperfect Subjunctives. There are two simple past tenses of the subjunctive, the First and Second Imperfect. Their endings are added to the stem of the infinitive. The endings for the second and third conjugations are the same.

FIRST IMPERFECT SUBJ.		SECOND IMPERFECT SUBJ.	
1ST CONJ.	2D AND 3D CONJ.	1ST CONJ.	2D AND 3D CONJ.
-ase	**-iese**	**-ara**	**-iera**
-ases	**-ieses**	**-aras**	**-ieras**
-ase	**-iese**	**-ara**	**-iera**
-ásemos	**-iésemos**	**-áramos**	**-iéramos**
-aseis	**-ieseis**	**-arais**	**-ierais**
-asen	**-iesen**	**-aran**	**-ieran**

Observe the written accent on the first person plural, and note that the stress is in all forms on the first syllable of the ending.

DRILL.

Apply these endings to stems of familiar regular verbs, such as:—*acabar, aprender, perdonar, ocurrir, permitir, responder.*

126. Use of Imperfect Subjunctives. The first and second imperfect subjunctives are interchangeable. The first is the commoner of the two. The commonest use of the imperfect subjunctives is in a dependent clause when the verb of the main clause is imperfect, past definite, pluperfect or conditional.

No era posible que fuese (fuera) ayer. It was not possible for him to go yesterday.

Le dije que entrase (entrara) en seguida. I told him to go in at once.

Mi madre me había mandado que subiese (subiera). My mother had told me to go up.

Me gustaría que V. comiese (comiera) con nosotros. I should like to have you eat with us.

Note. The time expressed by the imperfect subjunctive is identical with the time of the verb in the main clause, or subsequent to it.

127. Irregular Imperfect Subjunctives. The imperfect subjunctive of any irregular verb may be found if we know its past definite; by substituting for the final **-ron** of the third person plural, **-se** or **-ra.** This is not a scientific but a practical method for deriving these forms.

sentir; sintieron; sintiera; sintiese.
dormir; durmieron; durmiese; durmiera.
ser; fueron; fuese; fuera.
hacer; hicieron; hiciese; hiciera.
dar; dieron; diese; diera.

DRILL.

Conjugate the imperfect subjunctives of *estar, haber, tener, querer, ir, poder, decir.*

128. Conditions Contrary to Fact. In present conditions contrary to fact (*i. e.,* conditions which state that if a certain thing were true, something else would be true also), the imperfect subjunctive (either one) is used in the condi-

tion (the "if-clause") and the conditional is used in the conclusion.

Si fuésemos ricos, compraríamos una casa. If we were rich we should buy a house.

Si mi hermano no estudiara tanto, sería más amable. If my brother did not study so much, he would be more agreeable.

a. In conditions contrary to fact, the imperfect subjunctive in *-ra* may be substituted for the conditional in the conclusion.

Si tuviese dinero, iría (fuera) á Madrid. If I had money I should go to Madrid.

b. In a condition contrary to fact, the conclusion or the condition may stand first.

Trabajaría más, si fuese Vd. I should work harder, if I were you.

Note. In general, aside from conditions contrary to fact, conditional sentences offer no difficulty in Spanish. The indicative is generally employed in both clauses.

Si soy rico, es porque he trabajado mucho. If I am rich it is because I have worked hard.

129. "I should like . . ." This useful expression may be expressed by **Desearía,** by **Me gustaría,** or by **Quisiera.** Either expression is followed by an infinitive if there is no change of subject, or by **que** and the imperfect subjunctive if there is.

Desearía ir con Vd. I should like to go with you.

Me gustaría comer ahora. I should like to eat now.

Quisiera tener buenas notas. I should like to have good marks.

Desearía que Vd. volviese en seguida. I should like to have you return at once.

Me gustaría que mi hijo no fumara tanto. I wish my son would not smoke so much.

No quisiera que Vd. fuese tan perezoso como Juan. I should not like to have you be as lazy as John.

a. The use of these constructions is of course extended to other persons than the first.

A mi padre no le gustaría mucho que mi hermano fuese con Vd. My father would not like very much to have my brother go with you.

130. Irregular verbs *salir* and *venir*. Learn the conjugation of **salir,** "to come out," "go out," and **venir,** "to come." (See 541 and 547.)

131. Days, Months and Seasons. The days of the week are: **domingo** (Sunday), **lunes, martes, miércoles, jueves, viernes, sábado.** The months of the year are: **enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre,*** **octubre, noviembre, diciembre.** The seasons are: **la primavera, el verano, el otoño, el invierno.**

Note. Names of the seasons are generally accompanied by the article.

132. Use of Definite Article. Many expressions of time that are used with adverbial force, are accompanied by the article, though not in English.

la semana pasada, last week.
el año pasado, last year.
los viernes, on Fridays, every Friday.
la semana próxima, la semana que viene, next week.
el año próximo, next year.
el lunes, on Monday.

VOCABULARY.

al año, per year.
al mes, per month.
antier, day before yesterday.
contento, satisfied.
desgraciadamente, adv., unfortunately.
error, m., error.
parece, it seems.
pasado, last (in the sense of just past).
próximo, next.
pues, conj., well.
semana, week.
sentirse bueno, to feel well.
todos los días, every day.
último, last (the very last).
verdad, f., truth.
vez, f., time (one of a number of times).
una vez, once.
dos veces, twice.

EXERCISE XXII.

a. ¿Por qué no salió Vd. con los demás discípulos?
Porque el maestro no me permitió que saliese.
¿Qué le decía el maestro cuando vine?
Me estaba diciendo que trabajase más.
Pero Vd. es uno de los mejores discípulos de la clase.
No soy tan bueno como á Vd. le parece; pero es cierto que he trabajado, y sentiría mucho que el maestro no estuviese contento conmigo. Si no hubiera (hubiese) estudiado, no habría hecho tan bien hasta ahora. Desgraciadamente, esta mañana, al escribir el

* Pronounced and sometimes spelled, setiembre.

ejercicio en el pizarrón, hice muchos errores de gramática. La verdad es que toda la semana pasada no me he sentido bueno, y antier mi madre me prohibió que estudiase más por la noche.

Pues, si yo fuera Vd., se lo diría todo al maestro.

b. ¿Cuántas horas al día trabaja Vd.?

¿Cuándo se marcha Vd.? (*Answer in as many ways as possible.*)

¿Cuántos días hay en la semana? ¿Cuáles son?

¿Cuáles son los meses del año?

¿Cuántos días tiene el mes de enero? ¿el mes de junio?

¿Cuántas semanas en un mes?

¿Cuál es el primer día de la semana? ¿el tercero? ¿el postrero?

¿Cuál es el día que viene después del lunes?

¿Qué mes viene después de marzo?

¿Cuáles son los meses de la primavera? ¿del verano? ¿del otoño? ¿del invierno?

¿Qué día de la semana es hoy? (*also* ¿Hoy, qué es? *or* ¿Qué día es hoy?)

Hoy es miércoles.

¿Qué día fué ayer? ¿será mañana?

¿A cuántos del mes estamos hoy? (*What day of the month is it? Use cardinal numerals in replying, to give any date except the "first."*)

Estamos á veinticuatro.

¿En qué mes estamos ahora?

Estamos en agosto.

LESSON XXIII.

133. Subjunctive in Adverb Clauses. The subjunctive is used in an adverb clause (*i. e.,* a clause which, like an adverb, limits the action of the verb of the main clause) which expresses result, purpose, contingency, uncertainty or action in indefinite future time.

a. Such clauses are generally introduced by a conjunction or conjunctive phrase. The commonest of these are: *para que,* "in order that," "so that," *aunque,* "although," "even if," *sin que,* "without," *á menos que,* "unless," *antes que,* "before," *lùego que,* "as soon as," *mientras que,* "while," *hasta que,* "until," and *cuando,* "when."

Hablo muy despacio para que Vd. me entienda bien. I speak very slowly in order that you may understand me easily.

Me dijo que iría, aunque su padre no se lo permitiese. He told me he should go, even if his father did not permit him to.

Lo hizo sin que su padre se lo dijese. He did it without his father telling him to.

Repasaré el periódico luego que baje al despacho. I shall look over the paper as soon as I go down to the sitting room.

Iremos á visitarle cuando Vd. quiera. We shall go and visit him when you wish.

Quise llegar á casa antes que lloviera. I wanted to get home before it rained.

Remark. Some of these conjunctions are followed by the indicative when the clause they introduce states a fact, or states what took place.

Nunca estoy amable cuando estoy enfermo. I am never pleasant when I am sick.

Mi padre me castigó luego que entró. My father punished me as soon as he came in.

b. An adverb clause may be introduced by a conjunctive expression meaning "however," "whenever," etc. Such are:

dondequiera que, wherever.
comoquiera que, however.
cualquiera cosa que, whatever.
por más que,* however much.
cuandoquiera que, whenever.
quienquiera que, whoever.
cualquiera (cualesquiera) que, whichever.

Cualquiera cosa que Vd. diga, eso no me parece bien Whatever you may say, that doesn't seem right to me.

Dondequiera que vayamos, veremos lo mismo. Wherever we go, we shall see the same thing.

Por más que trabaje no puede aprender la lección. However much he may work, he cannot learn the lesson.

134. Subjunctive in Adjective Clauses. The subjunctive is used in an adjective clause (*i. e.,* a clause that is introduced by a relative and modifies a noun or pronoun of the main clause) which qualifies an indefinite expression.

Busco una casa donde pueda pasar el invierno. I am looking for a house where I can pass the winter.

Mándeme Vd. cualquiera libro que no haya leído. Send me any book which I have not read.

No lea Vd. ningún libro que no sea bueno. Don't read any book that is not good.

No conozco á nadie que le enseñe á Vd. español. I don't know anybody who will teach you Spanish.

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* The second part of this expression may be an adverb, an adjective, or a noun with its modifier.

por grande que sea, however big it may be.

por poco dinero que tenga este hombre, however little money this man may have.

135. Indefinite Negative Words. The indefinite negative words **ninguno**, "no," "none," "nobody," "no one," **nadie**, "nobody," "no one," and **nada** and **ninguna cosa**, "nothing," are found most commonly in connection with a negative verb. They are then often translated positively "any," "anyone," etc. They are also translated positively when they occur in an interrogative sentence which requires a negative answer.

No me quiere nadie. Nobody loves me.

No tengo nada (ninguna cosa) en la mano. I have nothing in my hand.

No tengo ningún libro francés. I haven't any French book.

No digo nada á nadie. I am not saying anything to anybody.

a. They are translated negatively when they stand first in a sentence or clause, and when they stand alone.

Ninguno de mis amigos es francés. No one of my friends is French.

Nadie me quiere. Nobody loves me.

¿Qué desea Vd.? Nada. What do you want? Nothing.

136. Infinitive after Expressions of Quantity. Certain expressions of quantity may be followed by **que** and an infinitive.

nada que comer, nothing to eat.
algo bueno que decir, something good to say.
mucho que hacer, much to do.
poco que comprar, little to buy.
bastante que escribir, considerable to write.

137. The Weather. Similar to the use of **tener** with a noun of condition to express physical or mental state (See 86), is the impersonal use of **hacer** with a noun to describe the weather.

Hace frío. It is cold.
Hacía viento. It was windy.
¿Qué tiempo hace? What kind of weather is it?
Hace un tiempo malo. It is bad weather.
Hace calor. It is warm.
Hace sol. It is sunny.
Hace buen tiempo. It is good weather.
Hace mucho frío.* It is very cold.

* Nouns used as above take an adjective modifier, while in the equivalent English expressions an adverb is used.

VOCABULARY.

absolutamente, adv., absolutely.
acera, sidewalk.
calor, m., heat.
tener calor, to be warm.
catálogo, catalogue.
cielo, sky, heaven.
claro, clear, bright, light.
clima, m., climate.
darse prisa, to hurry.
dentro de, prep., inside of, within, in.
diferencia, difference.
Está bien! All right!
extranjero, foreigner (pron. *estranjero*).
frío, cold.
tener frío, to be cold.
importante, important.
notar, to notice, note.
pensar, to think, intend (R-ch. I).
pintura, painting.
Prado, a famous picture-gallery.
sierra, saw, mountain-range.
sol, m., sun.
al sol, in the sun.
sombra, shadow, shade.
á la sombra, in the shade.
tiempo, weather.
viento, wind.

EXERCISE XXIII.

a. Muchos extranjeros piensan que el clima de Madrid es muy malo. En verdad, el clima de Madrid es magnífico. Es cierto que en el verano hace mucho calor á mediodía, y que pocas personas se ven en las calles á esta hora; pero dondequiera que vayamos encontraremos lo mismo; mientras que un cielo tan claro y tan azul, no lo vemos en ningún país. En el invierno hace mucho frío á la sombra, pero hace bastante calor al sol. Se nota bien la diferencia pasando de una acera á otra. Por la noche hace frío á causa de los vientos fríos que bajan de la sierra.

b. ¿Tiene Vd. mucho que hacer esta mañana?

Absolutamente nada. Acabo de aprender todas mis lecciones para esta tarde, y puedo hacer cualquiera cosa que á Vd. le guste.

¿Quiere Vd. que visitemos al Prado?

Está bien. Dentro de algunos minutos estaré listo.

Dése Vd. prisa para que nos volvamos antes que haga demasiado calor.

¿Conoce Vd. alguna tienda donde pueda comprar un catálogo de las pinturas del Prado?

Sí; pero Vd. no necesita ningún catálogo. No hay nadie que conozca mejor que yo las pinturas más importantes, y no hay nada que me dé tanto gusto como enseñárselas á Vd.

c. Dos jóvenes estaban hablando en el cuarto de uno de ellos. Este dijo que acababa de aprender sus lecciones para el día siguiente, y que podía hacer cualquiera cosa que á su amigo le gustara. Se dieron prisa para visitar al Prado antes que hiciese demasiado calor. El joven dijo que desearía entrar en alguna tienda donde pudiese comprar un catálogo. Su amigo le dijo entonces que no

había (*see* 146, *note*), nadie que conociese mejor que él las pinturas del Prado, y que por consiguiente no era preciso comprar un catálogo.

d. ¿Qué clima tiene Madrid?
¿Qué tiempo hace hoy?
¿Hace frío al sol?
¿Por qué hace frío por la noche en Madrid?
Por más que viajemos, ¿dónde veremos un cielo como éste?
¿No conoce Vd. á ningún español?
¿Tienen algo que hacer los jóvenes de esta lección?
¿Qué piensan hacer?
¿Por qué se dan tanta prisa?
¿En qué clase de tienda quiere entrar uno de ellos?
¿En qué clase de tienda quería entrar uno de ellos?
¿Por qué no necesita ningún catálogo?
¿No conoce Vd. ninguna tienda donde pueda comprar un sombrero?
¿Quiere Vd. hacerme el favor de enseñarme las pinturas?
¿Tiene Vd. frío? ¿Tiene Vd. calor?

LESSON XXIV.

SYNOPSIS.

ARTICLE—(a) in time expressions (132)
(b) with seasons (131)
NOUNS—Months, Days and Seasons (131)
PRONOUNS—Indefinite, negative (135)
VERB—(a) Regular (1) imperfect subjunctives, forms (125)
(2) " " use (126, 128)
(3) subjunctive in main clauses (121)
(4) " as imperative (122)
(5) " in adverb clauses (133)
(6) " in adjective clauses (134)
(7) infinitive with expressions of quantity (136)
(b) Irregular (1) present subjunctive of ser, estar, tener, hacer, decir, haber (531-534, 542, 543)
(2) irregular imperfect subjunctives of any verb (127)
(3) inceptive verbs, conocer (513)
(4) salir, venir (541 and 547)
CONJUNCTIONS—used with subjunctive (133)
MISCELLANEOUS—Idiomatic, I should like (129)
" weather (137)

EXERCISE XXIV.

Turn into Spanish. 1. The Spring months are April, May and June. 2. Last year, in the Autumn, I did not feel at all well. 3. What phrase do we use when we wish to say "good-bye" to a friend? 4. How many times have you gone to see the paintings

of the Prado? 5. Nothing gives me greater pleasure than to go to walk with a friend. 6. The teacher rarely finds mistakes in John's exercises. 7. It is always warm at noon in the Puerta del Sol. 8. Please take a catalogue. 9. Open the windows so that the sun may come in. 10. The last time that I went to Spain, I arrived the thirteenth of October. 11. The Spaniards always sleep with the windows closed, even if it is warm. 12. On arriving in Madrid a foreigner notices the difference in the climate. 13. Whatever they may say, it is not true that my son is not strong. 14. God be with you. 15. I shall not go to Paris next month unless you are willing to go with me. 16. I should like to find some book which would teach me to speak Spanish. 17. Haven't you anything to do on Thursday? 18. It was fine weather last week. 19. If I were in Madrid, I should go to the theatre every night. 20. They used to come to my house twice a month (per month). 21. The principal theatres of the capital are closed. 22. Allow me, Sir, to introduce myself to you. 23. How does one greet an acquaintance in the street? 24. If we hurry we shall arrive before they open the doors. 25. Is there nobody (Isn't there anybody) here who knows you? 26. He said there was nobody there who knew him. 27. Excuse me sir. I do not understand you very well. Have the kindness to speak more slowly. 28. However cold it may be in the shade (*Por más frío que haga*) it is warm in the sun. 29. Day before yesterday was Sunday. Consequently, yesterday was Monday, to-day is Tuesday and to-morrow will be Wednesday. 30. Come here. I have something important to tell you. 31. His mother told him to go out of the kitchen and to sit in a chair in the library until she came. 32. We regret that you are not satisfied. 33. It seems to me that it is very windy. 34. Remember me to John and the rest. 35. Good night! Come and see me often.

LESSON XXV.

138. The simple forms of the regular verb not yet learned are the Future Subjunctive and the Imperative. These are comparatively little used in ordinary conversation, and are included at this point for the sake of completeness, and because the student will meet them in his reading.

139. Future Subjunctive.

ENDINGS.

FIRST CONJ.	2D AND 3D CONJ.
-are	**-iere**
-ares	**-ieres**
-are	**-iere**
-áremos	**-iéremos**
-areis	**-iereis**
-aren	**-ieren**

Note. The stress is in all forms on the first syllable of the ending. Endings are added to the stem of the infinitive.

140. Use of Future Subjunctive. The future subjunctive is found only in adverb or adjective clauses that express future contingency, and the present subjunctive may always be used in its place except in a true future condition introduced by **si**, "if."

Iré mañana aunque estuviere (*esté*) *enfermo.* I shall go to-morrow even if I am sick.

Tome Vd. lo que le dieren (*den*). Take what they may give you.

Iré si tuviere el dinero. I shall go if I have the money.

141. Irregular Future Subjunctives. The future subjunctive of any irregular verb may be found by substituting **-re** for the final **-ron** of the past definite, third person plural.

dijeron, dijere
sintieron, sintiere

142. Imperative Mode. The imperative mode has but two forms, the second person singular, and the second person plural. The endings are added to the stem of the infinitive.

ENDINGS.

FIRST CONJ.	2D CONJ.	3D CONJ.
-a	**-e**	**-e**
-ad	**-ed**	**-id**

Adding these endings to stems of regular verbs, we get:

trabaja	*responde*	*escribe*
trabajad	*responded*	*escribid*

Note. The stress is on the stem in the singular, and on the ending in the plural. The second plural of the third conjugation is one of the four forms in which this conjugation differs in ending from the second conjugation. What are the other three?

143. Orthographical Changing Verbs. Learn 505-508 and 522 b, and apply the principles learned to **coger, cruzar, dirigir** and **seguir** of this lesson.

144. Irregular verb *saber,* "to know." Learn 540. **Saber** means "to know" by mental process, to possess as knowledge. It may also mean "to know about," and with a dependent infinitive "to know how."

Juan no sabe la lección. John does not know the lesson.

Sé que Juan no estudia bastante. I know that John doesn't study enough.

Mi madre lo supo ayer. Mother learned about it yesterday.

No sé hablar español. I don't know how to speak Spanish.

a. Conocer, contrasted with *saber,* means "to know" by the senses, "to be acquainted with," "to make the acquaintance of," and "to recognise."

¿No conoce Vd. á Juan Suárez? Don't you know John Suárez?

Sí; le conocí el año pasado en París. Yes, I made his acquaintance last year in Paris.

La conocimos en seguida. We recognized her at once.

Conozco el español. I know Spanish.

145. Cardinal Points. The cardinal points are **el Norte,** "North," **el Sur,** "South," **el Este,** "East," **el Oeste,** "West." They must be accompanied by the masculine definite article.

146. Distance. Distance is idiomatically expressed by the third person singular of **haber,** impersonally used.*

¿Cuánto hay de aquí á la escuela? How far is it from here to the school?

No hay mucho, or *No hay mucha distancia.* It is not far.

147. Cualquiera, plural **cualesquiera,** "any whatever," is both pronoun and adjective. Used as an adjective before its noun it may drop the final **a.**

Cualquier (a) café. Any Café.

Cualesquier (a) libros. Any books at all.

Cualquiera de los libros. Any one of the books.

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* Any third person singular of haber may be used impersonally, but no tense except the present has a special impersonal form.

a. It may be used after a singular noun preceded by the indefinite article.

Un hombre cualquiera podría hacerlo. Any man might do it.

b. It is not used in negative sentences.

No tengo libros, or *No tengo ningunos libros.* I have no books.

148. Agradecer, "to thank," takes as direct object that for which thanks are given, and as indirect object the person to whom thanks are given. Conjugated like **conocer** (see 513).

Le agradezco á Vd. mucho su amabilidad. Thank you very much for your kindness.

VOCABULARY.

coche, m., carriage, cab.
en coche, in a cab.
cochero, coachman, cabman.
coger, to catch.
cruzar, to cross.
derecho, right.
á la derecha, on the right, to the right.
¿de qué modo? how? (manner).
directo, straight.
dirigirse á, to address, to go towards.
distancia, distance.
esquina, corner (of a street).
estación, f., station, season.
ferrocarril, m., railroad.
guardia, m., policeman.
guía, f., guide.
guía de ferrocarriles, railroad guide, time-table.
infinito, adv., infinitely, very much.
ir bien para, to be on the right road to.
izquierdo, left.
á la izquierda, on the left, to the left.
lado, side.
al otro lado, on the other side.
lo menos, or *á lo menos,* adv., at least.
llegada, arrival.
llegar á, to get to, reach.
por aquí, this way (lit. through here).
por dónde? what way, how (lit. through where?)
punto, point, place.
salida, departure.
salir, to leave.
seguir, to follow, continue, go on, keep on (R-ch. III).
seguro, safe, sure.
tranvía, m., street-car.
en tranvía, in a car.
tren, m., train.

EXERCISE XXV.

a. Caballero, ¿me haría Vd. el favor de decirme por dónde se va á la estación del Este? (*or* de dirigirme á la estación?)

Siento mucho no poder hacerlo. Me parece que esta calle va directa á la estación, pero no estoy seguro. Soy también extranjero y no conozco muy bien la ciudad. Pregúntelo Vd. á aquel cochero.

Cochero, ¿me hace Vd. el favor de indicarme si voy bien para la estación del Este (*or,* de decirme donde está la estación? *or* de decirme si se va por aquí á la estación?)

Sí señor. Siga Vd. esta calle hasta la primera calle que la cruce, vuelva la esquina á la derecha, y siga hasta la estación.

¿Cuánto hay de aquí? ¿Cuánto tiempo necesito (se necesita) para ir (llegar) allá?

Hay bastante distancia. Necesita Vd. media hora lo menos; pero si Vd. quiere subir en mi coche, le llevaré allá dentro de algunos minutos.

No tengo prisa y prefiero ir á pie. Le agradezco á Vd. infinito su amabilidad.

No hay de qué.

b. ¿Sabe Vd. si el tren para París sale de la estación del Norte?

No señor. Sale de la estación del Este, que está al otro lado de la ciudad.

¿Sabe Vd. la hora de la salida del tren de la noche?

No señor; pero en cualquier (a) café se puede ver una Guía de Ferrocarriles. En ella hallará Vd. la hora de la salida y de la llegada de cualquier (a) tren.

c. Cuando una persona que no conoce bien la ciudad desea llegar á (dirigirse á) un punto cualquiera, ¿á quién se dirige?

No sabiendo por donde ir á un punto cualquiera, ¿á quién se dirigiría Vd.?

¿De qué modo iría Vd.? ¿Tomaría Vd. un coche?

¿Cuántas estaciones hay en esta ciudad? ¿Cuáles son?

¿Se puede llegar por esta calle á la estación?

¿No hay tranvía que pase delante de la puerta?

¿Cuántas calles cruzamos antes de llegar allá?

Al llegar á la esquina de la calle de Sevilla ¿nos volvemos á la derecha?

¿Se puede ir allá á pie, ó es preciso ir en coche?

¿No hay ningún libro que dé la hora de la llegada de los trenes que vienen de París?

¿Se puede coger el tranvía aquí?

¿Cuáles son las cuatro estaciones del año?

¿No hay nadie en esta clase que sepa responder en español?

¿Cuántos ferrocarriles pasan por esta ciudad?

¿Cómo se llama el libro en que buscamos la hora de la salida de los trenes?

LESSON XXVI.

149. Subjunctive in Object Clauses. The subjunctive is used in a clause that stands as object of a verb that expresses doubt, disbelief or uncertainty, or which questions the statement contained in the object clause.

Dudo que mi padre llegue esta noche. I doubt whether my father will arrive to-night.

¿Cree Vd. que este hombre sea tan sabio como se piensa? Do you think this man is as learned as is believed?

No creo que lo sea. I do not think he is.

a. Verbs that express belief may be followed by the indicative, or if the subject is the same for the main and the dependent verb, by the infinitive.

Creo que es muy sabio. I think that he is very learned.

Cree ser sabio pero no lo es. He thinks he is learned but he is not.

150. Verbs meaning "to ask" and "to buy" take as direct object the thing asked or bought, and as indirect object the person of whom the thing is asked or bought.

¿A quién le compró Vd. la casa? Of whom did you buy the house?

Se la compré al Sr. Fernández. I bought it of Mr. Fernández.

La niña le pidió un favor á su amigo. The girl asked a favor of her friend.

Me pidió un favor. She asked me a favor.

Le voy á preguntar algo á Juan. I am going to ask John something.

Le suplico á Vd. que no lo haga. I beg you not to do it.

151. Uno, -a, -os, -as. Uno may be used as an indefinite pronoun or adjective. In the singular it may be used impersonally. The plural may be used, like **algunos**, to mean "some few," while before a numeral it expresses an approximate number.

¿No puede uno entrar? May one not come in?

Tengo unos libros muy interesantes. I have a few interesting books.

El billete costará unas siete pesetas. The ticket will cost some seven pesetas.

152. Use of Definite Article. The definite article is used before a singular noun used in a general sense to represent a class, or before a plural noun used inclusively for the whole class.

El hombre tiene que morir. Man must die.
Me gustan las flores. I like flowers.

a. Similarly, the article is required before an abstract noun used in a general way.

La vida es corta. Life is short.

b. Similarly, the masculine definite article is found before an infinitive used in a general way as the name of an act, particularly when subject or predicate. The infinitive is then equivalent to the English verbal noun in *-ing.*

El vivir es barato en España. Living is cheap in Spain.

153. Demonstratives as correlatives. Used as correlatives, **aquél** (**aquélla**, etc.) means "the former" and **éste** (**ésta**, etc.) means "the latter."

Tengo dos libros en español; un libro de lectura y un libro de gramática; éste es difícil, pero aquél es fácil.

154. Definite Article used for Personal and Demonstrative Pronoun. A personal pronoun or a demonstrative pronoun is seldom found before **de** or relative **que.** In their place the definite article is used (**el de, la de, los de, las de,** and **el que, la que, los que, las que**). When so used the article may contract in the regular way with **á** or **de.**

La del sombrero azul. She of the blue hat.
Los de Madrid y los de París. Those of Madrid and those of Paris.
El muchacho que estudia y los que no estudian. The boy who studies and those who do not study.
La que estudia mucho aprende mucho. She who studies hard learns a great deal.
Los que Vd. me dió ayer. Those you gave me yesterday.
Mi casa y la de mi amigo. My house and that of my friend.

Remark. Similar to this use of the article is its substitution for the possessive pronoun of the third person (see 53).
Mi casa y la de él. My house and his.

155. Adverbs in -mente. The largest class of adverbs consists of those ending in **-mente.** These may be formed

at will from adjectives, by adding **-mente** to the feminine singular.*

completo, completamente; complete, completely.
fuerte, fuertemente; strong, strongly.
verdadero, verdaderamente; true, truly.

a. If the adjective has a written accent, it must be retained in the derived adverb.

fácil, fácilmente; easy, easily.

VOCABULARY.

acerca de, prep., concerning.
aprovecharse de, to avail oneself of.
billete, m., ticket.
caro, dear, expensive.
calentado, heated.
coche, car (of a passenger train).
comfortable, comfortable.
comodidad, f., convenience, comfort.
contestar, to answer.
corresponder, to correspond.
costar, to cost (R-ch. I).
creer, to believe, think (see 511).
dudar, to doubt.
en cuanto á, prep., as for.
entre, prep., among, between.
equipaje, m., baggage.
hotel, m., hotel.
igual, equal.
informe, m., information (generally used in plural).
kilógramo, kilogram.
libre, free.
maleta, traveling-bag.
manta de viaje, steamer-rug.
mayor parte (de), greater part, majority, most (of).
mediante, prep., by means of, for.
mozo, porter.
natural, m. or f., native.
pedir, to request, ask (R-ch. III).
peseta, Spanish monetary unit, about 20c.
peso, weight.
placer, m., pleasure.
por, prep., by.
precio, price.
según, conj., according as.
segundo, second.
transportar, to transport, carry.
vida, life.
viaje, m., trip, voyage, journey.

EXERCISE XXVI.

a. El año que viene (próximo) pienso ir á España, y creo que Vd. puede darme los informes que necesito acerca de mi viaje.

Si en algo puedo servirle, sería un verdadero placer para mí el hacerlo.

Es Vd. muy amable y voy á aprovecharme de su amabilidad. Primero, quisiera saber si es más barato el viajar en España que aquí.

No creo que (Dudo que) haya mucha diferencia. El ir en

* Adverbs so formed will not be included from now in the vocabularies. The parent adjective, if unfamiliar, will be given instead.

coche de un punto á otro es más barato, porque mediante una peseta y media le llevan á uno á cualquiera parte de la ciudad. El vivir (La vida) en los mejores hoteles cuesta igualmente caro, mientras que el viajar por tren es más caro ó más barato según se tomen (compren) billetes de primera, de segunda ó de tercera clase.

¿Qué diferencia hay (Cuál es la diferencia) entre estas tres clases de billetes?

La diferencia del precio corresponde á la diferencia de la comodidad de los coches. Los de primera son tan buenos como los de cualquier país, y en ellos viajan muchos extranjeros. En cuanto á los de tercera y de segunda, aquéllos son bastante malos y éstos muy comfortables, pero no están calentados en el invierno. En los coches de tercera y en los de segunda viajan la mayor parte de los naturales, los extranjeros que viajan con poco dinero, y los que desean ver la verdadera vida española.

¿Cuánto peso de equipaje se transporta libre?

Treinta kilógramos solamente. Pero es muy posible, viajando solo, pasar un par de meses en España sin más equipaje que dos maletas y una manta de viaje. Estas cosas las puede uno llevar consigo en el coche.

b. ¿Puede Vd. dirigirme al despacho de billetes?

Allí está, al otro lado de la estación.

Mozo, lleve Vd. estas cosas al despacho de equipajes.

Déme Vd. un billete de tercera clase para Sevilla (*or, more simply,* Sevilla, tercera).

¿A qué hora sale el tren?

c. ¿Dónde piensa ir este caballero el año que viene?

¿A quién le pide los informes que necesita?

¿Acerca de qué necesita informes?

¿Qué le contesta su amigo cuando le pide informes?

¿Qué desea saber primero?

¿Se lo puede decir su amigo?

¿Cómo es que su amigo sabe tanto acerca de la vida española?

¿Cree Vd. que sea más barato el vivir en España que aquí?

¿Cuánto cuesta el ir en coche de una estación á otra?

¿Es cara la vida en los mejores hoteles de Madrid?

¿Cuántas clases de coches tienen los trenes españoles?

¿A qué corresponde la diferencia del precio de los billetes?

¿Son más comfortables los coches de segunda ó los de tercera?

¿En cuáles de los coches viajan los naturales?

¿Cuánto equipaje se necesita para viajar solo en España?

LESSON XXVII.

156. Cardinal Numerals. Review 39 and 87.

cuarenta	40	*quinientos, -as*	500
cincuenta	50	*seiscientos -as*	600
sesenta	60	*setecientos, -as*	700
setenta	70	*ochocientos, -as*	800
ochenta	80	*novecientos, -as*	900
noventa	90	*mil*	1,000
ciento, cien	100	*dos mil*	2,000
doscientos, -as	200	*cien mil*	100,000
trescientos, -as	300	*un millón*	1,000,000
cuatrocientos, -as	400	*dos millones*	2,000,000

a. Ciento becomes *cien* when it stands before a descriptive adjective, a noun or *mil.*

Cien hombres, a hundred men.

b. Mil is an adjective and *millón* is a noun.

c. Of the hundreds, 500, 700 and 900 are irregularly formed.

d. The following compound numbers will serve as types.

ciento (y) nueve	109	*cuatrocientos cuarenta y siete*	447
ciento (y) veinte	120	*mil novecientos (y) nueve*	1909
ciento veinte y uno	121		
ciento setenta y cuatro mil, seiscientos noventa y ocho	174,698		

e. The cardinals are often used instead of the ordinals, to give the number of a page, volume, century, or day of the month, excepting the first, which is *el primero.* The numeral so used follows the noun.

La lección quince de la gramática. The fifteenth lesson (lesson fifteen) of the grammar.
El día cinco de marzo. The 5th day of March.

157. Relative Pronouns.

The most commonly used of the relatives is **que**, which is invariable. It relates to persons or things, and is subject or object of a verb, and when relating to things may be the object of the prepositions **á**, **de**, **en**, or **con**.

Un libro que me interesa. A book which interests me.
El hombre que me visitó. The man who visited me.
La casa que he comprado. The house which I have bought.

Las señoras que visité ayer. The ladies whom I visited yesterday.

La escuela de que le hablé. The school about which I spoke to you.*

158. Quien, quienes. The relatives **quien, quienes,** "who," relate to persons only, and are used instead of **que** as follows:

a. With *á* to form the objective case.

Un hombre á quien conozco. A man whom I know.

b. In general after monosyllabic prepositions.

La señora con quien estaba hablando. The lady with whom I was talking.

c. To take the place of *y* and a pronoun, in introducing a clause of equal value with the preceding one.

Hoy encontré á Juan, quien (y él) me dijo que no está bueno. To-day I met John, who (and he) told me he is not well.

d. In literary texts and proverbs chiefly, to include the antecedent.

Quien da luego da dos veces. He who gives promptly, gives doubly.

159. El que (la que, los que, las que) and **el cual (la cual, los cuales, las cuales).** These relatives may refer to persons or things, and because of their complete inflection are chiefly valuable as substitutes for **que** and **quien** to avoid possible ambiguity in cases where the relative is separated from its antecedent.

Estudio la gramática de Salvá, la cual (la que) es muy buena. I am studying Salvá's grammar, which is a very good one.

a. They are also used for euphony after the longer prepositions and after a comma.

El talón mediante el cual (el que) recogí el equipaje. The check by means of which I claimed the baggage.

Me gusta viajar en los trenes americanos, los cuales son muy comfortables. I like to travel in the American trains, which are very comfortable.

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* Such a sentence as "The school I spoke to you about" would be impossible in Spanish, because (1) the relative is never omitted, and (2) the preposition which governs a relative must precede it.

160. Lo que and lo cual. These are the neuter relatives, and they relate to a whole clause.

María está muy enferma, lo que (lo cual) siento muchísimo. Mary is very sick, (a matter) which I am very sorry for.

161. Causative Construction. The verb **hacer** is used, like the English "to make," "to have," "to get," with causative force. It is followed by the infinitive, or by **que** and a subjunctive object clause.

Haga Vd. entrar al niño. Make the child come in.

Juan se hizo llamar á las siete. John had himself called at seven.

Juan hizo que le llamasen á las siete. John had them call him at seven.

Voy á hacer pesar el equipaje. I am going to have the baggage weighed.

Haré que Juan le llame temprano. I shall have John call him early.

a. Mandar, "to order," is similarly used.

He mandado hacer un traje. I have ordered a suit made.

He mandado que me hagan un traje. I have ordered them to make me a suit.

162. Object Pronouns used indefinitely. The object pronouns **le, la, los, las,** are often used as indefinite pronouns with the meaning of "some," "any," "one," to avoid repetition of the noun.

¿No hay biblioteca en esta casa? Sí, la hay. Is there no library in this house? Yes there is one.

Quisiera comprar un baúl si Vd. los tiene fuertes. I should like to buy a trunk if you have any strong ones.

163. Idiomatic. Haber. Hay, and the other third persons singular of the various tenses of **haber** may be used with **que** and an infinitive, to express impersonal obligation.

Hay que estar en casa á las diez. It is necessary to be at home at ten o'clock.

Había que estudiar mucho. One had to study hard.

a. Haber with *de* and an infinitive expresses a mild sort of obligation or expectation.

He de ir con él. I am (expect) to go with him.
¿Qué hemos de hacer ahora? What are we to do now?

Remark. Contrast with the above the personal expression of obligation by tener que.
Tengo que estar allí temprano. I must be there early.

164. Is it not? The expressions **¿No es verdad? ¿Verdad?** alone, or **¿No?** alone are used when seeking confirmation of a statement. The English translation depends upon the statement.

Hace buen tiempo. ¿Verdad? It is fine weather, isn't it?
Usted es español, ¿Verdad? You are a Spaniard, are you not?
Vd. acaba de llegar, ¿No? You just came, didn't you?

VOCABULARY.

aduana, custom-house.
ancho, wide, broad.
aquí tiene Vd., here is.
ayudar, to help.
banco, bank.
billete de banco, bank-note.
baúl, m., trunk.
bulto, piece (of baggage, etc.).
caja, box.
cambiar, to change.
  cambiar de tren, to change cars.
compañero, companion.
conocimiento, knowledge.
exceso, excess (pron., *esceso*).
facturar, to check.
Francia, France.
frontera, frontier.
fuera de, prep., aside from, outside of.
gracia, grace.
Inglaterra, England.
Italia, Italy.
italiano, Italian.
madrileño, of Madrid.
moneda, money, coin.
paquete, m., package.
parar, to stop.
pagar, to pay (see 507).
pesar, to weigh.
registrar, to examine.
sacar, to remove, take out. (See 507.)
sobre, prep., above.
sobre todo, adv., particularly, especially.
tarjeta, card.
talón, m., check, stub.
vuelta, return, change.

EXERCISE XXVII.

a. Llame Vd. un mozo que lleve sus cosas al despacho de equipajes, mientras que Vd. está comprando el billete en el despacho de billetes. Después vaya Vd. con el billete para hacer facturar el baúl. Es posible que tenga Vd. que pagar exceso. Si le hay, pague Vd. lo que debe, y le darán á Vd. un talón, mediante el cual (el que) puede sacar el equipaje á su llegada á Sevilla.

b. ¿Me hace Vd. el favor de facturar este baúl y esta caja? ¿No tiene Vd. más bultos que estos dos? Esos paquetes, ¿quiere Vd. que los facture también?

No; los voy á llevar conmigo en el tren. ¿Hay exceso?
Bastante. Estos dos bultos pesan ciento seis kilógramos.
¿Cuánto hay que pagar?
Cuarenta y dos pesetas.
¿Puede Vd. cambiarme este billete de banco de cien pesetas?
Aquí tiene Vd. la vuelta y el talón.
Cincuenta y ocho pesetas. Está bien.

c. ¿Ha estado Vd. muchas veces en España?

Esta es la segunda vez; pero fuera de España he viajado mucho en Europa, sobre todo en Italia é Inglaterra.*

¿Cómo es que Vd. habla tan bien el español?

He tenido muy buenos maestros, y mi conocimiento del italiano, el cual hablo perfectamente, me ha ayudado á aprender español.

¿De qué país es Vd.?

Soy Americano del Norte. Y Vd. es español, ¿verdad?

Español y madrileño. Permítame que me presente á Vd. Aquí tiene mi tarjeta. Y ¿cuál es su gracia de Vd.? (*Polite way of asking a stranger's name.*)

Me llamo John Brown, para servir á Vd. Siento no tener tarjetas. Tengo mucho gusto en conocerle y en tenerle por compañero de viaje. ¿Sabe Vd. á qué hora llegaremos á la frontera, y si hay que cambiar de tren?

Llegaremos á la una, y tenemos que cambiar de tren porque los trenes españoles no pueden pasar la frontera, siendo más anchos los ferrocarriles españoles que los franceses, y también es preciso que bajemos para que los empleados de la aduana puedan registrar el equipaje.

¿Cuánto tiempo paramos allí?

Bastante tiempo para comer y para cambiar nuestra moneda española por francesa.

d. ¿Dónde se facturan los equipajes?

En los ferrocarriles españoles, ¿por qué es preciso muchas veces pagar exceso?

¿Con qué (Mediante qué) sacamos nuestro equipaje al terminar el viaje?

Si un billete nos cuesta dieciocho pesetas, ¿cuál es la vuelta de un billete de banco de cincuenta pesetas?

¿Cuáles son las lenguas que nos ayudan á aprender español?

¿Cómo se llaman los naturales de América del Norte? ¿de Madrid?

¿Cómo se llaman las personas con quienes (las cuales) viajamos?

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* Y becomes é before a word beginning with i or hi, unless these form part of the diphthong ie (hie).

¿Qué frase empleamos para preguntar cortésmente á un hombre cómo se llama?

¿Por qué no pueden los trenes franceses pasar la frontera de España?

¿Por qué hay que bajar del tren en la frontera?

¿Qué capítulo estudiamos?

¿Hay muchachas en la clase?

LESSON XXVIII.

SYNOPSIS.

ARTICLE—definite, (a) used with (1) cardinal points (145)
(2) nouns used in general sense (152)
(3) abstract nouns (152 a)
(4) infinitives used as nouns (152 b)
(b) used for personal or demonstrative pronouns (154)
ADJECTIVES—numeral, cardinal (156)
" used for ordinals (156 e)
PRONOUNS—(a) personal, object forms used indefinitely (162)
(b) demonstratives as correlatives (153)
(c) relative, que (157), quien (158), el que, el cual (159) lo que, lo cual (160)
(d) indefinite, cualquiera (147), uno (151)
VERBS—Regular (a) future subjunctive (139)
(b) imperative mode (142)
Irregular (a) future subjunctive (141)
(b) orthographical changing (505-508, 522 b)
(c) saber (540)
Use (a) future subjunctive (140)
(b) saber and conocer contrasted (144)
(c) subjunctive with verbs of doubting (149)
(d) " " " " ordering (161)
(e) idiomatic uses of haber (146, 163)
(f) verbs of asking, etc. (150)
(g) agradecer (148)
ADVERBS in -mente (155)
MISCELLANEOUS—Cardinal points (145)
Distance (146)
Is it not? (164)

EXERCISE XXVIII.

Turn into Spanish. 1. What happened in 1492? 2. We travel on the railroad by means of a ticket which we buy in the ticket office. 3. It is necessary to buy a ticket before having the baggage checked, is it not? 4. He did not think that I weighed as much as he. 5. Unfortunately, not knowing how to cook, I was not able to avail myself of the kitchen. 6. Wherever we may travel, we

shall find pleasant people. 7. The Northern Station is near by. 8. The idea! I doubt whether (*que*) it is possible. 9. How far is it from here to that mountain-range yonder? The distance is not great. 10. Are there beautiful views in North America? Yes, there are. 11. The excess which we pay corresponds to the weight of the trunk. 12. In the Bank of Spain there are millions of pesetas in bank-notes and in coin. 13. The best hotels of England are very comfortable and equal to those of any country in Europe. 14. My traveling companion and I left New York on Friday, the 30th day of July, and reached Italy the following Friday. 15. When one has absolutely no knowledge of the language of the country where one is traveling, it is difficult to ask the natives for information. 16. As for my voyage, and my life after my arrival there, they were without novelty. 17. What I don't like is the changing cars and the examining of the baggage at the frontier. 18. This is the broadest street in the city; consequently it is called Broad Street. 19. Not knowing what way to go, I addressed a cabman, who told me to keep on through this street as far as Broad Street. 20. When you get to the corner of State Street, turn to the left. 21. Let us catch this street-car. 22. In most cafés one may find a Railway Guide. 23. The employee of the customs opened the box, in which he found what he was looking for. 24. Which way? This way. 25. There are two doors, one on the right and the other on the left. The former opens into the kitchen, while the latter opens into the sitting-room. 26. Fifty trains at least leave this station every day. 27. We shall give our traveling-bags and packages to the porter, who will take them to the baggage-room. 28. Carriages, street-cars and trains serve to (*para*) carry people from one point to another. 29. You should order a new suit made at once.

LESSON XXIX.

165. Clauses depending on Prepositions. Certain words whose meaning, both in English and Spanish, is completed by a preposition, may retain this preposition in Spanish even before a clause. Note the following:

Estoy seguro de ello. I am sure of it.
Estoy seguro de que vendrá. I am sure that he will come.
Me alegro de ello. I am glad of it.

Me alegro de que su madre esté mejor de salud. I am glad your mother is better.
Insistió en ello. He insisted on it.
Insistió en que fuésemos. He insisted that we should go.

166. Verbs with Subjunctive or Infinitive. Preferir, alegrarse de and **insistir en,** "to insist," are followed by an object clause with verb in the subjunctive if there is a change of subject, and by an infinitive if there is no change of subject.

Prefiero ir. I prefer to go.
Prefiero que Vd. vaya. I prefer that you should go (to have you go).
Insisto en entrar. I insist on coming in.
Insistiré en que entren. I shall insist on their coming in.
Me alegro de verle. I am glad to see you.
Me alegré de que estuviésemos allí. I was glad we were there.

a. Aconsejar, "to advise," is followed by the subjunctive or the infinitive.

Me aconsejó ir (que fuese) temprano. He advised me to go early.

b. Dejar, permitir and *prohibir* are often found with the infinitive, despite the general statement in 101 a.

Déjeme Vd. ir. Let me go.

167. Possessive Adjectives. In addition to the forms of the possessive adjectives already given, there is a series of longer forms, more rarely used. These long forms are merely the possessive pronouns without the article (**mío, tuyo, suyo, nuestro, vuestro**). They always follow their noun, and are used:

a. In direct address:

Amigo mío. My friend.

b. When the noun modified is preceded by some indefinite word like *un, cierto, algunos, muchos, etc.* This is equivalent to saying that they are used where in English we would use the forms "of mine," "of his," etc.

Un amigo nuestro. A friend of ours.
Muchos conocidos suyos. Many acquaintances of his.

168. Parecer and **hacer falta. Parecer,** "to seem," and **hacer falta,** "to make a lack," are idiomatically trans-

ıated "to think" and "to need." When so used they require an indirect object. For **parecer** see 513.

Me parece que no es fuerte. I think that he is not strong.

¿No le parecen hermosas estas pinturas? Don't you think these paintings are beautiful?

¡Qué le parece! What do you think!

¿Qué le hace falta? What do you need?

Me hace falta dinero. I need money.

a. *Parecer* (like *creer* and *pensar*) may take the subjunctive when used interrogatively or negatively.

¿Le parece que vayamos? Do you think we should go?

No me parece que sea fuerte. I don't think he is strong.

169. Possessive Construction with Article and Indirect Object. It was stated in 89 that the definite article is often substituted for a possessive. In many such cases the possessor is expressed as indirect object of the verb. This indirect object may be a pronoun, a noun, or a double object construction with both noun and pronoun.

Me puse el sombrero. I put on my hat.

El empleado me registró el equipaje. The employee examined my baggage.

Le puse el sombrero al niño. I put on the child's hat for him.

El médico le tomó el pulso al maestro. The doctor felt the teacher's pulse.

170. Poner, "to put," "place," "set," "put on." See 538.

a. *Poner* used reflexively may mean "to become," "to get."

La niña se puso enferma. The child became (got) sick.

171. Tal, tales, "such," "such a." This adjective-pronoun is never followed by the indefinite article. Preceded by the indefinite article it means "a certain."

Me lo dijo un tal Suárez. A certain Suárez told me so.

No creo tal cosa. I don't believe any such thing.

a. Preceded by the definite article *tal* is equivalent to a demonstrative.

El tal Fernández llegará mañana. That (mentioned) Fernández will arrive to-morrow.

b. In questions *qué tal* is equivalent to *cómo*.

¿Qué tal sigue Vd.? or simply, *¿Qué tal?* How are you getting along?

171 A. Idiomatic.

cambiar de traje, to change clothes.
pensar en, to think about.
ahora mismo, this very minute.
de primera clase, first class.
¡No faltaba más! The idea!
á tiempo, on time.
actualmente, at the present time.
hoy mismo, this very day.
tener sed, to be thirsty.
¡Hombre! Man alive!
en este momento, en el momento actual, at the present time.
Faltan cinco minutos para las siete. It is five minutes to seven.
con cinco minutos de anticipación, five minutes early.
con cinco minutos de retraso, five minutes late.

VOCABULARY.

actual, present.
afortunado, fortunate.
algo, adv., somewhat.
Alemania, Germany.
amo, -a, proprietor.
calendario, calendar.
cruz, f., cross.
¡cuánto! How, how much!
cuanto antes, as soon as possible.
estancia, stay.
falta, lack, fault.
faltar, to lack.
gabán, m., overcoat.
gasto, expense.
hacia, prep., towards.
huésped, -a, host, guest.
  casa de huéspedes, boarding-house.
lavar (se), to wash.
número, number.
ómnibus, omnibus.*
restaurán, m., restaurant.
sed, f., thirst.
telegrama, m., telegram.
vapor, m., steam, steamer.
  por vapor, by boat.
vaso, glass.

EXERCISE XXIX.

a. José acaba de recibir un telegrama de un amigo suyo, un tal Sr. Brown que conoció el año pasado en América. El tal amigo ha venido por vapor desde los Estados Unidos, y pasando por Alemania y Francia, llegará á Madrid el veintisiete del mes actual, á las nueve de la mañana. Mirando el calendario José nota que hoy mismo es el día en que su amigo ha de llegar. Sacando el reloj ve que faltan solamente doce minutos para las nueve. Se pone el sombrero y el gabán y sale corriendo hacia la estación. Afortunadamente el tren llega con cinco minutos de retraso, y José llega á tiempo para recibir á su amigo.

b. ¡Cuánto me alegro de verle, D. Eduardo! Déjeme llevar la maleta. ¿Qué tal pasó Vd. el viaje?

---

* Nouns ending in s in the singular, have the same form for the plural.

Muy bien, pero me hallo algo cansado. ¿Ha tenido Vd. que esperar mucho tiempo?

Acabo de llegar ahora mismo. ¿No tiene Vd. hambre?

Sí, y sobre todo mucha sed. Vamos á buscar un vaso de agua.

¿No quiere Vd. comer algo en el restaurán de la estación?

Prefiero ir (que vayamos) cuanto antes al hotel, porque deseo lavarme y cambiar de traje antes de comer. ¿Cuál es el mejor hotel?

Hay tres ó cuatro igualmente buenos. Se dice que el Hotel de París es de primera clase, pero yo le aconsejo ir (que vaya) á una casa de huéspedes. Hay una muy buena en la calle de la Cruz, número veinte. Conozco muy bien al amo, y estoy seguro de que le tratará muy bien á Vd. Un primo mío vive en la misma casa.

¿Por qué me aconseja Vd. ir á una casa de huéspedes?

Porque el gasto no es tan grande como en los hoteles.

¿Tomamos un ómnibus?

Será más fácil coger (tomar) el tranvía que pasa delante de la puerta. Después de sacar su equipaje iremos juntos á la casa de huéspedes, y le presentaré al amo. Si no fuera que mi madre está enferma en este momento, insistiría en que Vd. pasara en mi casa los días de su estancia en Madrid.

¡Hombre, no faltaba más! No piense Vd. en tal cosa. En la casa de huéspedes estaré perfectamente. Espero que su señora madre se ponga buena en seguida, y que yo tenga pronto el gusto de conocerla.

c. ¿De quién ha recibido José un telegrama?

¿Dónde conoció José al tal amigo?

¿Por cuáles países ha pasado el tal Brown antes de venir á España?

¿Cómo sabe José que su amigo va á llegar hoy mismo?

¿Qué se pone antes de salir?

¿Llega á tiempo el tren?

¿De qué se alegra tanto D. José?

¿Qué le pregunta José á su amigo?

¿Qué desea sobre todo su amigo?

¿Qué desea hacer antes de comer?

¿Cuál es el mejor hotel de Madrid?

¿Por qué aconseja José á su amigo que no vaya á ningún hotel?

¿Cómo sabe José que la casa de huéspedes que está en la calle de la Cruz es buena?

¿Por qué no insiste José en que su amigo pase algunos días en su casa?

LESSON XXX.

172. Compound Tenses of the Subjunctive. The *perfect*, the two *pluperfects* and the *future perfect* of the subjunctive, are formed respectively with the help of the *present*, the *imperfects* and the *future* of the subjunctive of *haber*. Their use presents no difficulty. They are used in dependent clauses to translate the English *perfect*, *pluperfect* and *future perfect indicative*. (See 502.)

a. The *perfect subjunctive* follows the same tenses of the main clause as the *present subjunctive*, but it expresses time anterior to that of the verb in the main clause.

Siento que ella no haya venido todavía. I am sorry she has not come yet.

b. The *pluperfect subjunctives* follow the same tenses of the main clause as the *imperfect subjunctives*, but they express time anterior to that of the verb of the main clause.

Sentí que no hubiese (hubiera) llegado. I was sorry she had not arrived.

c. The *pluperfect subjunctives* are also used in *past* conditions contrary to fact, in those places where the *imperfect subjunctives* would be used in *present* conditions contrary to fact (see 128).

Si hubiese tenido dinero, habría (hubiera) ido á Madrid. If I had had money, I should have gone to Madrid.

d. The *future perfect subjunctive* may take the place of the *future subjunctive*, from which it does not differ essentially in meaning.

Mi hijo me escribirá cuando hubiere llegado (llegare). My son will write me when he arrives (shall have arrived).

173. Comparison of Adverbs.

a. The comparative of adverbs is formed, like that of adjectives, with *más* or *menos*.

más fácilmente, more easily; *menos fácilmente*, less easily.

b. The superlative of adverbs does not differ from the comparative in form.

Los que aprenden más fácilmente no son siempre los que aprenden más. Those who learn the most easily are not always those who learn the most.

174. Superlative without comparison. Superlative degree without comparison may be expressed by placing before an adjective or adverb an adverb expressing high degree.

Muy fácil, muy fácilmente, very easy, very easily.
sumamente bien, extremely well.

a. The suffix *-ísimo* applied to adjectives and adverbs expresses superlative degree, and words in *-ísimo* may take the additional adverbial suffix *-mente.*

facilísimo, facilísimamente, very easy, very easily.

b. A superlative without comparison may be formed by placing before an adverb the neuter article *lo,* and after the adverb an expression of possibility.

lo mejor posible, the best possible, as well as possible.
lo más que pude, the most that I could.

175. Than. After an adjective, adverb or verb, "than" is regularly expressed by **que.** Note the following exceptions:

a. In a positive sentence, "than" is expressed by *de* before a numeral, and in a negative sentence, generally by *que.*

Tengo más de dos mil libros. I have more than two thousand books.

La casa no tiene más que cuatro pisos. The house has only four stories.

b. After a noun and before a clause in which the same noun is understood, "than" is expressed by *del que (de la que, de los que, de las que),* the article agreeing with the noun understood.

La casa tiene más cuartos de los que Vd. ha visto. The house has more rooms than (the rooms) you have seen.

c. Before a clause to which the verb of the first part of the sentence must be added to complete the sense, and before a clause after an adverb, "than" is expressed by *de lo que.*

La casa tiene más cuartos de lo que pensaba. The house has more rooms than I thought (it had).

Es más de lo que pensaba. It is more than I thought.

176. Cúyo, -a, -os, -as, "whose." **Cúyo** is primarily an interrogative pronoun, equivalent to **de quién** but not so commonly used. It is more often used after a preposition as an adjective.

¿Cúyos (de quién) son estos libros? Whose books are these?
¿En cúyo cuarto pongo el baúl? In whose room do I put the trunk?

a. Like other interrogatives, *cuyo* may be used relatively, in which case it does not have the written accent, and is used as an adjective only.

La señora en cuya casa vive. The lady in whose house he lives.

177. Valer, "to be worth." See 545.

VOCABULARY.

abajo, adv., below, downstairs.
abundancia, abundance.
adelantado, adj., in advance.
además de, prep., in addition to.
alcoba, bedroom.
alegre, cheerful, happy.
alto, high, tall.
asunto, affair, business (generally used in plu.).
bajo, low.
bañar (se), to bathe.
baño, bath.
cuarto de baño, bathroom.
comestibles, food, eatables.
comida, food, meal, board, dinner (at night).
cubrir (de), to cover (with).*
dar á, to give on, open on.
debajo de, prep., under.
desocupado, unoccupied.
despensa, pantry.
edificio, building.
en medio de, prep., in the middle of.
etcétera, et cetera.
exterior, outside, outer.
guardar, to keep.
habitación, f., room, apartment.
interior, interior, inner.
leer, to read (see 511).
mencionar, to mention.
natural, adj., natural.
nombre, m., name.
ocupar, to occupy.
patio, courtyard.
piso, story, floor.
portal, m., big outer door.
portero, -a, janitor.
pueblo, people, town.
quedarse con, to take.
sótano, cellar.
subir, to bring up, take up, carry up.
superior, superior, upper.
tejado, roof.
visita, visit, visitor.

EXERCISE XXX.

a. En Madrid no hay como en Nueva York, edificios de treinta ó cuarenta pisos. Los edificios más altos no tienen más que seis. Los edificios de los pueblos pequeños y las casas particulares no tienen tantos. Los pisos de una casa se llaman el piso bajo, el primer piso ó principal, el segundo, el tercero, etcétera. En el piso bajo vive el portero con su familia. El portero per-

* Past participle cubierto.

mite pasar solamente á las personas que viven en la casa ó que tienen asuntos en ella. En las calles principales de Madrid, la mayor parte de las casas tienen tiendas en el piso bajo, mientras que muchas familias viven en los pisos superiores. Las casas de huéspedes ocupan por lo común el principal y el segundo. Se entra en una casa por la puerta grande ó portal, y se sube á los pisos superiores y se baja á la calle por la escalera. En la escalera hay puertas á la derecha y á la izquierda. Las habitaciones dan á la calle ó al patio que está en medio de la casa. Estos se llaman cuartos interiores y aquéllos cuartos exteriores. Naturalmente los cuartos exteriores son más claros y más alegres.

b. Entre los cuartos de una casa hay (se puede mencionar), además de aquéllos cuyos nombres conocemos ya, las alcobas, la despensa y el cuarto de baño. Debajo de la casa está el sótano, y la casa está cubierta del tejado. En la sala es donde se reciben las visitas. En el comedor se come. Las comidas se preparan en la cocina. En la despensa se guardan los comestibles. Leemos y escribimos en la biblioteca, y en el cuarto de baño tomamos los baños (nos bañamos).

c. ¡Buenas tardes, portera! ¿Está aquí la casa de huéspedes del Sr. Barrios?

Sí señor. Suba Vd. al piso segundo.

(El caballero sube y llama á la puerta.)

¿Está el amo? (*Is the proprietor in?*)

El amo soy yo. ¿En qué puedo servirle?

¿Tiene Vd. cuartos desocupados?

¿Para cuántas personas?

Para mí solo.

Tengo una habitación grande con alcoba.

¿Se puede ver?

Seguramente. Pase Vd. Aquí la tiene Vd. Tiene dos ventanas que dan á la calle, y entra el sol en abundancia por la mañana.

¿Cuánto pide Vd. por la habitación con la comida?

Cincuenta pesetas por semana, adelantadas.

Es más de lo que deseaba pagar.

Tengo otra habitación interior, más pequeña que ésta, pero muy cómoda.

No me gustan los cuartos que dan al patio. Me quedo con éste, aunque me parece un poquito caro. Mi baúl está abajo en el coche. Haga Vd. que lo suban cuanto antes.

Está bien. Juan, suba Vd. al número ocho el equipaje de este caballero.

d. ¿Cuántos pisos tiene el edificio en que estamos?
¿En qué piso estamos?
¿Por dónde subimos á los pisos superiores?
¿Cómo se llaman los pisos de una casa?
¿Quién vive en el piso bajo de una casa española?
Además de la habitación del portero, ¿qué hay en el piso bajo?
¿Cómo se llama una puerta que da á la calle?
¿Qué dos clases de cuartos tienen las casas españoles?
¿Dónde están los patios de las casas?
¿Cuáles son los cuartos de una casa?
¿Para qué sirve la despensa? ¿una alcoba?
¿Qué se hace en la biblioteca?
¿Dónde se reciben las visitas?
¿Cuánto hay que pagar en Madrid por un buen cuarto con la comida?
¿Cuánto hay que pagar aquí?
¿Cuánto hay que pagar para la comida sola?
¿Cómo se dice en español, "I'll take this room?"
¿Quisiera Vd. tener un cuarto más grande del que tiene ahora?
¿Cuál es la parte de la casa que está debajo del piso bajo?

LESSON XXXI.

178. Irregular Use of Tenses.

a. As in English, the *present* may be used to express future time, or to express very vividly a series of acts in past time.

¿Dónde pongo el baúl? Where shall I put the trunk?

¿Sabe Vd. lo que hago? Cojo el sombrero, bajo la escalera, corro hacia la estación, á donde llego medio minuto antes de salir el tren. I seized my hat, etc.

b. The *future* and *future perfect,* and the *conditional* and *conditional perfect* are used to express conjecture. They are then equivalent to the *present, perfect, imperfect* and *pluperfect* respectively.

¿Qué edad tendrá este niño? How old do you suppose this child is?

Tendrá unos cinco años. He is probably about five years old.

¿Por qué habrá vendido su casa? I wonder why he has sold his house?

Serían las nueve cuando me desperté. It was about nine when I awoke.

Habría estudiado toda la noche. He had probably studied all night.

179. The Perfect of the Past Definite. The perfect tense formed with the past definite of the auxiliary has not been mentioned before because it is so rarely used. It is used instead of the pluperfect after conjunctions of time, to express what took place immediately before something else.

Cuando hube llegado á casa, fuí en seguida á mi cuarto. When I had got home, I went at once to my room.

a. The use of this tense is often avoided by the use of the past definite or by an infinitive phrase.

Cuando llegué á casa, etc.
Al llegar á casa, etc.

b. In this tense the past participle may come before the auxiliary, separated from it by the conjunction *que,* here meaning "when," "as soon as."

Llegado que hube á casa, etc. When I had got home, etc.

180. Personal Object. When both subject and object are things, the personal **á** may be placed before the object to distinguish it from the subject.

Al cocido sigue el principio.
El principio sigue al cocido. } The main course follows the stew.

181. Nunca and **jamás,** "never," "not ever." It was found that the double negative is the rule with **nada, nadie,** etc. This is equally true of the adverbs **nunca** and **jamás,** which are usually found after a negative verb. They may, however, stand first in a sentence or clause.

No he estado nunca (jamás) en España.
Nunca he estado en España. } I have never been in Spain.

a. Nunca and *jamás* are translated positively in questions expecting negative answers, and after a comparative.

¿Vió Vd. nunca tal cosa? Did you ever see such a thing?
Ahora más que nunca. Now more than ever.

182. Sí and **no. Sí** and **no** are used elliptically in the second of two contrasted sentences or clauses, to avoid the repetition of the verb.

En España no se come mucho por la mañana, pero en Inglaterra sí. In Spain they don't eat much in the morning, but in England they do.

A mi padre le gustan los huevos, pero á mí no. My father likes eggs, but I don't.

¿Se levanta Vd. temprano? Yo no. Do you get up early? I don't.

a. Used apart with a pronoun, a noun, or another adverb, *sí* and *no* follow.

Ella no. Not she. *Mi padre no.* Not my father. *Todavía no.* Not yet.

b. Certain verbs commonly followed by *que* require *que* before *sí* and *no* in answering questions. The verb of the question is understood.

Supongo que sí. I suppose so.
Espero que no. I hope not.
Dicen que sí. They say so.
Respondió que no. He answered that he would not.

183. Definite Article. The definite article is used in Spanish before a noun in apposition with a personal pronoun, whether expressed or implied in a verb-form.

Nosotros los españoles. We Spaniards.
Los españoles tenéis . . . You Spaniards have . . .

184. In address **señor** and **señora** are currently, often untranslatably, employed before a title, or the name of a profession.

Señor Marqués. Marquis.
Señor Presidente. Mr. President.

185. Traer, "to bring." For conjugation see 544.

186. Idiomatic.

á la española, in the Spanish style.
á la americana, in the American style.
á la francesa, in the French style.

VOCABULARY.

aceite, m., olive-oil.
acostumbrarse á, to get used to.
almorzar, to lunch, have lunch (noon meal) See 519.
almuerzo, lunch, noon meal.
asar, to roast.
asado, roast meat.
carne, f., meat.

cocido, boiled dish, stew.
cocer, to boil (see 519).
cocina, cooking.
componer (*de*), to compose (of), (see 538).
comer, to dine (at night).
consistir en, to consist of.
!claro! To be sure!
ensalada, salad.
frito, fried.
fruta, fruit.
garbanzos, chick-peas.
huevo, egg; *huevos pasados por agua,* boiled eggs.
importancia, importance.
lista, list; *—de los platos,* bill-of-fare.
mantequilla, butter.
nacional, national.
ordinario, ordinary, common.
par, m., couple.
parecer á, to look like, resemble.
pimiento, pepper (the fruit).
plato, plate, dish.
postres, dessert (masc. plu.).
principio, beginning, principal course.
sano, healthy, wholesome.
sopa, soup.
suponer, to suppose (see 538).
tocino, bacon.
tomate, m., tomato.
tortilla, omelet, pan-cake.
verdura, greens.

EXERCISE XXXI.

a. ¿Llamó Vd., D. Eduardo?

Sí, señor amo. Deseaba saber acerca de las comidas. Supongo que en España, como en los demás países, comerán lo menos tres veces al día. Claro; pero nosotros los Españoles no comemos tanto por la mañana como Vds. los Ingleses. Ordinariamente (Por lo común) no tomamos más que chocolate ó café con pan y mantequilla.

Eso está bien. No me he acostumbrado nunca á tomar mucho por la mañana, pero sí me gusta comer temprano.

La criada le traerá el desayuno á su cuarto á la hora que Vd. quiera.

¿Cuál es la hora del almuerzo?

Almorzamos á mediodía y comemos á las ocho de la noche.

¿En qué consisten las comidas aquí?

Al almuerzo se come un par de huevos fritos ó pasados por agua, ó una tortilla de huevos, y entonces algún plato de carne y fruta. Para la comida de la noche hay siempre sopa y el cocido. Al cocido sigue el principio, que es carne asada con ensalada, y los postres.

¿Qué es el cocido?

El cocido, que se llama también olla ó puchero, es el plato nacional de España, y se compone de carne cocida ó tocino, con garbanzos y verdura.

La lista de los platos se parece mucho á la de mi país, y creo que todas las cosas que ha mencionado Vd. son muy sanas.

Lo son, y le gustará seguramente comer á la española, si le

gustan los platos preparados con aceite, pimientos y tomate; porque estos tres comestibles tienen mucha importancia en la cocina española.

b. ¿Con quién estaba hablando el extranjero?

¿A quién acaba de llamar?

¿Acerca de qué deseaba preguntarle?

¿Dónde toman los españoles el desayuno?

¿Quién se lo trae?

¿A qué hora almuerzan los españoles?

¿A qué hora almorzamos nosotros los americanos?

¿En qué consiste el desayuno de Vd.?

¿En qué consiste el desayuno de los españoles?

¿Comen más á mediodía ó por la noche?

¿Comemos nosotros por la noche más tarde que los españoles?

¿En qué consiste la comida de la noche?

¿De qué está compuesto el cocido?

¿Qué es el principio?

Además del de cocido, ¿qué otros nombres tiene el plato nacional de España?

En la lista de los platos de los españoles ¿qué cosa le gusta más?

¿Me hace Vd. el favor de mencionar algunos comestibles que tengan mucha importancia en la cocina española?

Hablando de las personas ¿qué significa sano?

Hablando de los comestibles ¿qué significa?

¿Qué significa un par?

¿Cómo se llaman las tres comidas?

¿Prefiere Vd. los huevos fritos, ó las tortillas?

¿De qué modo prefiere Vd. que se preparen los huevos?

LESSON XXXII.

SYNOPSIS.

ARTICLE—definite, used before nouns in apposition with pronoun (183)
ADJECTIVE—descriptive, superlative without comparison (174)
—possessive, long forms (167)
NOUN—plural of nouns whose singular ends in s (note to vocab. XXIX)
—personal objective with names of things (180)
PRONOUN—personal, indirect object to express possession (169)
—interrogative, cúyo (176)
—relative, cuyo (176)
—indefinite, tal (171)
VERB—perfect of the past definite (179)
—compound tenses of the subjunctive (172)
—irregular use of tenses (178)
—verbs that take subjunctive or infinitive, preferir, alegrarse de, insistir en, aconsejar, dejar, permitir, prohibir (166)
—parecer and hacer falta (168)
—irregular, poner (170, 538), valer (545), traer (544)
ADVERBS—comparison (173-174)
—nunca and jamás (181)
—sí and no (182)
PREPOSITIONS—used to introduce a clause (165)
MISCELLANEOUS—Señor in address (184)
—Than (175)
—idiomatic (171 a)

EXERCISE XXXII.

Turn into Spanish. 1. The Northern Spaniards are not so gay as those of the South. 2. Don't forget to (*de*) bring your overcoat and steamer-rug. We shall need them before we get back. 3. John was so thirsty that he insisted that the cab should stop in order that he might get a glass of water. 4. Do you prefer to travel by train or by boat? 5. I should like to take a bath before dinner. Is the bath-room on this floor? 6. In their cooking the Spaniards use a great deal of olive-oil. 7. There are three families living on the upper floor of this house. 8. Give me a list of things you need. 9. All the rooms of this apartment are heated from November to March. 10. The proprietor of the boarding-house is a cousin of ours. 11. I am sure that I could never get used to eating meat at breakfast like you Americans. 12. In America there are some extremely high buildings. 13. The apartment consists of a sitting-room and three bed-rooms, two of which open on the court. 14. There is no kitchen, but there is a restaurant on the ground floor. 15. Do you know that you resemble an aunt of mine? 16. Let us suppose, for instance, that

you have just received a telegram from Germany. 17. I told him not to read at night. 18. Did you wash your hands? 19. The mother washed the child's hands. 20. This is the young gentleman whose father took lunch with us yesterday. 21. The janitor put the boxes in the cellar. 22. I am sure that such a thing never happened. 23. As soon as Mary had prepared her lessons for the following day, she went to bed. 24. I do not think they have arrived yet. 25. There were more eggs than I needed to make the omelet. 26. Man! I tell you the house was worth much more than it cost me. 27. It is worth at the present time more than 20,000 pesetas. 28. They are coming to-morrow if it is good weather. 29. My nephew said that he was glad we had not taken the house. 30. How much he thanked me for what I did for him! 31. I advise you to cross to the other side of the station. 32. All the inner rooms are unoccupied. 33. It did not seem to me that the house was worth what he paid for it. 34. Thanks, I never smoke. 35. What you need is an abundance of fruit. 36. We occupy three outer rooms on the second floor. 37. My father forbade me to bring such a thing into the house. 38. Bring it here this very minute. 39. On looking at my watch I saw that I should arrive several minutes late. 40. I shall put all the food in the pantry. 41. In addition to the soup and the main course, there is salad and dessert. 42. The natives like garbanzos but I don't. 43. I wonder how many families live in this house? 44. It is a matter of little importance.

LESSON XXXIII.

187. Hacer in Time Expressions. **Hacer** is used impersonally with an expression of time as its object, to indicate the point from which time is reckoned forward.

a. Hace, hacía and ***hará,*** used with a verb in the past definite or pluperfect, express the time that has elapsed, had elapsed, or will have elapsed since something took place.

Llegó hace un año. He arrived a year ago.
Había llegado hacía un año. He had arrived a year before.
Llegó hará un año. It will be a year since he arrived.

b. Hace, hacía and ***hará,*** used with a verb in the present, imperfect or future, express the time during which something has been going on, had been going on or will have been going on.

Estudiamos español hace un año. We have been studying Spanish for a year.

Estudiábamos español hacía un año. We had been studying Spanish for a year.

Estudiaremos español hará un año. We shall have been studying Spanish a year.

c. In any of the sentences above, *hacer* and its object may come first, *que* being used to introduce the following verb.

Hace un año que llegó. He arrived a year ago.

Hacía un año que había llegado. He had arrived a year before.

Hace un año que estudiamos español. We have been studying Spanish for a year.

Hacía un año que estudiábamos español. We had been studying Spanish for a year.

d. In questions and negative sentences, the order preferred is that of *c.*

¿Hace más de un año que llegó? Is it more than a year since he came?

¿No hace cerca de dos años que estudiamos español? Have we not been studying Spanish for nearly two years?

No hace un año que llegó. It is not a year since he arrived.

¿Cuánto tiempo hacía que estábamos allí? How long had we been there?

e. After time expressions introduced by *desde* (prep.) and *desde que* (conj.), "since," or *desde* combined with *hacer,* the use of tenses corresponds in the main to rules *a* and *b,* though a definite act in past time may be expressed by the perfect.

Desde el año pasado como muy poco por la mañana. Since last year I have been eating very little in the morning.

Desde que estoy aquí no me siento bueno. I have not been well since I have been here.

Desde que vine estoy enfermo. I have been sick ever since I came.

¿Desde cuándo estamos aquí? How long have we been here?

Desde hace tres meses. Since three months ago.

¿Desde entonces ha estado Vd. en España? Since then have you (ever) been in Spain?

f. In sentences similar to the foregoing, to express what *has not* taken place or what *had not* taken place, the perfect or pluperfect is used.

Hace una semana que no he estudiado. I have not studied for a week.

Hacía una semana que no había estudiado. I had not studied for a week.

¿Cuántos días hace que no ha venido á verme? For how many days has he not come to see me?

Desde el viernes pasado no ha venido. He has not come since last Friday.

188. Oír, "to hear." For conjugation see 536.

a. *Oír* and *ver* may take as object the subject of an infinitive, which may also take an object. If the subject of the infinitive is a noun, it follows the infinitive.

La ví entrar. I saw her come in.

Quisiera ver preparar una comida española. I should like to see a Spanish meal prepared.

Anoche oí cantar á Caruso. Last night I heard Caruso sing.

Voy á ver preparar el cocido á María. I am going to see Mary prepare the cocido.

189. Todo, -a, -os, -as, "all," "every," "whole." The following uses of **todo** should be noted.

a. In the singular before a noun, or in the plural with the definite article and an expression of time, *todo* is translated "every."

Todo hombre debe saberlo. Every man should know it.

Todos los meses. Every month.

b. In the singular with the definite article and an expression of time, *todo* is translated "the whole."

Todo el día he trabajado. I have worked the whole (all) day.

c. The masculine singular is used as a pronoun meaning "everything." When the object of a verb, *todo* so used is accompanied by the neuter pronoun *lo*.

Todo es hermoso. Everything is beautiful.

Se lo dije todo. I told him everything.

Este hombre todo lo sabe. This man knows everything.

190. Impersonal Verbs. An impersonal verb may be used with an indirect pronoun object and infinitive, instead of a clause.

No me es posible ir. It is not possible for me to go.

191. Note how the use of a noun to modify another noun is avoided in the following phrases. See 55 a.

taza para café, coffee-cup.
cajón del aparador, sideboard drawer.
cuchillo de mesa, table-knife.
cuchara para sopa, soup-spoon.

VOCABULARY.

aceituna, olive.
agrio, sour.
aparador, m., sideboard.
armario, cupboard, bookcase, wardrobe, clothespress.
ausente, absent.
azúcar, m., sugar.
bebida, drink.
bisté, m., beefsteak.
boca, mouth.

botella, bottle.
cajón, m., drawer.
carne de cerdo, pork.
carne de vaca, beef.
condimento, condiment.
convidado, invited guest (plu. company).
cordero, lamb.
cortar, to cut.
corredor, m., corridor, hall.
cuchara, spoon (large).
cucharilla, teaspoon.
cuchillo, knife.
dulce, sweet (plu. sweets, candy).
echar, to pour, throw.
estante, m., shelf.
instrucción, f., instruction.
jamón, m., ham.
limpio, clean.
mamá, mamma.
manera, manner; *de — que,* so that (with subjunctive).
mantel, m., table-cloth.
mercado, market.
mostrar, to show (R-ch. I).
necesario, necessary.
patata, potato.
pescado, fish.
pimienta, pepper (the spice).
pollo, chicken.
queso, cheese.
rosbif, m., roast-beef.
sal, f., salt.
servilleta, napkin.
té, m., tea.
tenedor, m., fork.
ternera, veal.
vinagre, m., vinegar.
vino, wine.

EXERCISE XXXIII.

a. Hombre, me parece que no llegará nunca la hora de la comida.

¿Tiene Vd. tanta hambre?

Sí. En mi país acostumbramos á comer á las seis y aquí hay que esperar hasta las ocho. Ayer, no sabiendo la hora de la comida, me volví á casa á las cinco y media, y cuando al fin me llamaron á comer, hacía dos horas que estaba esperando.

b. ¿Por qué no viniste cuando llamé?

No la oí á Vd. llamar.

Me has dicho que quieres aprender á poner la mesa. Pues bien, esta noche tenemos convidados y es preciso que nos ayudes á mí y á Rosa. Ella estará ocupada todo el día en la cocina, y á mí me es necesario ir al mercado á comprar carne y pollos. Lo que quiero es que pongas la mesa, lo mejor que puedas. Has visto hacerlo varias veces á Rosa, y te enseñaré donde hallarás todo lo que necesites. Si deseas instrucciones mientras que esté ausente, pídeselas á Rosa.

Está bien mamá. Trataré de hacerlo de manera que esté contenta conmigo.

Primero, hay que llevar todo esto á la cocina. Entonces busca un mantel limpio y ocho servilletas en el armario del corredor. Los platos y los vasos para vino y las tazas para café, los hallarás en este otro armario. En el cajón del aparador están los cuchillos, los tenedores, las cucharas para sopa y para servir, y las cucharillas.

En el estante hay sal, pimienta y vinagre. Me voy ahora, pero me volveré luego.

Al volverse Vd., todo estará listo.

c. ¿Cuánto tiempo hace que Vd. está en esta escuela (universidad)?

¿Cuánto tiempo hace que estudiamos español en esta clase?

¿Cuántas lenguas ha estudiado Vd.? ¿Cuáles son?

¿Desde cuándo no ha estudiado Vd. alemán ó francés?

¿Desde cuándo estudiamos español?

Al entrar en la escuela (universidad) en el mes de septiembre (octubre) pasado, ¿cuánto tiempo hacía que Vd. no había estudiado?

¿Cuántos minutos hace que entramos en este edificio?

d. ¿Con qué se corta la carne?

¿Con qué llevamos á la boca las cosas que comemos?

¿Para qué sirven las cucharas?

¿Qué se necesita para poner la mesa?

¿En qué se sirve la carne? ¿el vino?

¿Cuáles son los comestibles que le parecen á Vd. más necesarios para la vida?

¿Qué clase de carne le gusta más á Vd.?

¿Qué condimentos empleamos todos?

¿Qué bebidas se beben en España? ¿aquí?

¿De dónde se echa el vino?

¿Cuál es el condimento más dulce? ¿el más fuerte? ¿el más agrio? ¿el más necesario?

¿Cómo se dice en español: "Please pass the salt"?

LESSON XXXIV.

192. Adjectives. Position. An adjective may stand before its noun if it names a quality generally associated with the noun, as in the case of "white snow," "black ink," etc. Emphasis or figurative use may also cause an adjective to precede its noun. Some adjectives regularly have one meaning when they precede and another when they follow.

la blanca nieve, white snow; *una casa blanca,* a white house.

pobre muchacho, poor boy; *un hombre pobre,* a poor man (literally).

ciertas cosas, certain things; *una cosa cierta,* an assured thing.

193. Grande and santo. Grande, "big," "grand," "great," follows the noun when it means literally large in size. Meaning "great," it precedes, and may lose its final syllable before a masculine or feminine noun.

un muchacho grande, a big boy.
una gran (de) casa, a great (remarkable) house.

a. Santo, "holy," "blessed," when used before the name of a male Saint generally loses its last syllable.

una santa mujer, a saintly woman.
San Juan, St. John.

194. Otro, -a, -os, -as, "other," "another," "others." **Otro** is both pronoun and adjective. Used as an adjective it precedes its noun. The indefinite article may not be used with it. Used with a numeral or adverb of quantity it precedes.

otro libro, another book; *el otro libro,* the other book.
Tráigame otro. Bring me another.
Tráigame los otros. Bring me the others.
Tengo otros muchos, otros dos. I have many others, two others.
el otro día, the other day.

194 A. Cada, "each," "every." **Cada** is invariable in form, and as an adjective precedes its noun. It is often associated with a numerical expression.

cada casa, each house; *cada dos casas,* every two houses.

a. As a pronoun *cada* is associated with *uno* or *cual.*

Cada una (cual) de las muchachas, each one of the girls.

Hablé con cada cual (uno) de los discípulos. I talked with each of the pupils.

195. Sino, "if not," "but." **Sino** is used instead of **pero** to introduce a positive statement that is contrasted with a preceding negative one.

No es pobre, sino al contrario es bastante rico. He is not poor, but on the contrary he is quite wealthy.

a. No with *sino* and a verb may mean "only" or "except."

No tengo sino diez pesetas. I have but (only) ten pesetas.

No tengo dinero sino diez pesetas que me dió mi madre. I have no money except ten pesetas which mother gave me.

196. Dar is often used in idioms with the meaning "to strike."

Están dando las dos. It is striking two.
¿Han dado ya las once? Has it struck eleven yet?
Le dí con el paraguas. I struck him with the umbrella.
No me da la gana. I don't feel like it. (Lit., The notion doesn't strike me.)

197. Aun. The adverb **aun** is equivalent to **todavía,** meaning "still" in a positive sentence, and "yet" with a negative. When it follows a verb it bears an accent and is pronounced as two syllables. As a conjunction it means "even."

Tenemos aún tiempo. / *Aun tenemos tiempo.* } We still have time.
Aun no ha venido. He has not yet come.
Llegaremos á tiempo, aun yendo á pie. We shall get there on time, even if we go on foot.

198. Idiomatic.

á ver, let's see.
tener ganas, to feel like.
de buena gana, gladly.
de mala gana, unwillingly.
No importa. No matter.
No me importa. I don't care.
Lo mismo me da. It's all the same to me.
por esto, on this account.
por eso, on that account.
¿de qué manera? in what way?
de otra manera, in another way.
de esta manera, in this way.
ocho días, a week.
quince días, a fortnight.
tener puesto, to have on.
echar una carta al correo, to "mail" a letter.

VOCABULARY.

apurarse, to be worried, distressed.
automóvil, m., automobile.
buzón, m., letter-box.
cama, bed.
campo, country, field.
cantidad, f., amount, quantity.
¡caramba! (exclamation).
cartero, letter-carrier.
céntimo, 100 = 1 *peseta.*
cerrar, to shut (R-ch. I).
cortés, polite.
correo, post-office, mail.
cuenta, account, bill.
cumpleaños, m., birthday.
empezar (*á*), to begin, commence, start (R-ch. I, 507 **d**).
Enrique, Henry.
enviar, to send (see 510).
estanco, tobacco-store.
extranjero, foreign.
felicitar (*por*), to congratulate (on).
feliz, happy, fortunate.
gana, inclination.
importar, to be of importance, to matter, to make a difference.

importe, m., amount (of a bill, etc.).
invitar (*á*), to invite (to).
motivo, motive, cause; *con — de*, concerning, on.
nada, adv., (not) at all.
peor, worse, worst.
pobre, poor.
postal, postal.
prestar, to lend.
querido, dear.
rico, rich.
sello, stamp.
sastre, tailor.
sobre, m., envelope, wrapper.

EXERCISE XXXIV.

a. ¡Levántese, hombre! ¿Va Vd. á quedar todo el santo día en la cama?

Déjeme Carlos. Aun es temprano.

No es temprano sino bastante tarde; y Vd. sabe bien que Juan nos ha invitado á pasar el día en la casa de campo de su tío, y que viene á buscarnos con el automóvil.

Sí, ¡caramba! Lo olvidaba por completo. Verdaderamente no tengo ganas de ir. Abra la ventana para ver si hace buen tiempo.

(Carlos abre la ventana y el sol entra en abundancia. Aun en el verano muchos españoles duermen con las ventanas cerradas.)

El día es magnífico (Hace un tiempo magnífico), pero si Vd. no quiere ir, á mí no me importa. Iremos otro día.

Sí quiero. Cuando le dije que no, aun tenía sueño. Me visto cuanto antes. Dígale á Rosa que prepare el agua para mi baño, y que traiga el chocolate. ¿Han traído el periódico?

Todavía no; pero aquí tiene Vd. dos cartas y una tarjeta postal. El cartero las ha traído ahora mismo. ¿De quién viene esta carta con el sobre azul y el sello extranjero?

De mi pobre primo. Está enfermo desde hace algún tiempo. Espero que no se encuentre peor. A ver lo que dice. (Abre la carta y la lee).

Querido Enrique; Voy á empezar mi carta diciéndole que cada día me siento mejor . . .

Esta otra carta será de mi sastre, quien me escribe cada dos días pidiéndome el importe de su cuenta. Y no es nada cortés.

No se apure por eso. Estoy rico en este momento, y le prestaré de buena gana la cantidad que le hace falta. ¿De quién es la tarjeta?

De mi sobrina Luisa, quien me felicita por (con motivo de) mi cumpleaños.

¿Cuándo fué su cumpleaños?

Ayer.

¡Hombre! no lo sabía. Que Vd. los tenga siempre felices.

Muchas gracias. Creo tener tiempo para responder á estas

cartas antes que llegue Juan. ¿Tiene Vd. sellos de correo de quince céntimos?

No tengo ninguno; sino de cinco céntimos.

Lo mismo da. Echaremos las cartas al correo al pasar por la calle de Carretas.

b. Después de escribir una carta ponemos en el sobre un sello de quince céntimos si deseamos enviarla de algún punto de España á cualquier otro punto del país. Para los países extranjeros hay que poner un sello de veinticinco céntimos. Los sellos se compran en España en los estancos, ó como aquí, en la oficina de correos. En los estancos hay buzones en donde podemos echar las cartas, y de donde las sacan los carteros para llevarlas al correo.

c. ¿Quién viene á despertarle á Enrique?

¿Dónde van á pasar el día?

¿Quién viene á buscar á Enrique y á Carlos?

¿De qué manera (modo) van al campo?

¿En cúya casa de campo van á pasar el día?

¿Sabe Vd. por qué los españoles duermen con las ventanas cerradas?

Porque temen el viento frío de la noche.

¿Quién nos trae las cartas?

¿Qué trae además de las cartas?

¿Cuántas cartas le trajo el cartero á Enrique?

¿De quiénes eran las cartas?

¿Cómo sabemos que este primo de Enrique no está en España?

¿Qué le pidió el sastre á Enrique?

¿Le escribe á menudo el sastre?

¿Por qué no le ha pagado el joven?

¿Quién le dijo á Enrique que no se apurase con motivo de la cuenta?

¿Cuánto dinero le presta Carlos á su amigo?

¿Dónde podemos comprar los sellos de correo?

¿De cuánto es el sello que ponemos en una carta para España? ¿para cualquier punto de nuestro país?

¿En qué calle está la oficina de correos de esta ciudad? ¿de Madrid?

¿Quién hizo el traje que Vd. tiene puesto?

¿Cuándo es el día de su cumpleaños de Vd.?

¿Cuánto pide un buen sastre por un traje? ¿por un gabán?

¿De qué modo enviamos las cartas de un pueblo á (para) otro?

¿Cuándo empezó Vd. á estudiar español?

¿Ha dado ya la una? ¿Qué hora dará dentro de pocos minutos?

LESSON XXXV.

199. Personal Pronouns. These additional facts about personal pronouns are for completeness, rather than for any conversational use which the student will be able to make of them.

a. The subject forms *nos,* "we," and *vos,* "you," are occasionally found in modern Spanish. *Nos* is similar to the English editorial "we," and *vos* is singular, though used always with a verb of the second person plural.

b. In literary texts, contrary to the rules learned, we often find an object pronoun attached to a verb which is not an infinitive, present participle or positive imperative. This occurs chiefly when the verb stands first in the sentence or clause.

c. An indirect object pronoun which is not necessary for sense and which cannot be translated, is often found associated with another object pronoun. This is technically called the ethical dative or dative of interest. It gives to the phrase a special flavor rarely appreciated by foreigners.

Póngamele el sombrero al niño. Put on the child's hat for him.

200. Reflexives used reciprocally. A reflexive verb, if its meaning allows, may express in the plural the reciprocal action upon each other of the several individuals represented by a plural or compound subject.

Los dos amigos se felicitan. The two friends congratulate each other.

a. If it is not clear that the action expressed by the reflexive is reciprocal, it may be made clear by using after the verb the phrase *uno á otro,* "each other," appropriately inflected.

Estos muchachos se ayudaban uno á otro.
Juan y su hermana se ayudaban uno á otra.
Todos debemos ayudarnos unos á otros.

b. The definite article may be used before *uno* and *otro,* but it is not required.

Las muchachas se ayudaban las unas á las otras.

201. Adverbial Clauses with two Subjunctives. There are many alternative clauses expressive of uncertainty or indefiniteness, which contain two subjunctives. The first may generally be explained as a sort of imperative, the second as an imperative or an adjective clause. The whole alternative expression is an adverb clause modifying the verb of the main clause.

Digan lo que quieran, me iré mañana. Let them say what they will, I shall go to-morrow.

Llueva ó no llueva, llegaremos á tiempo. Whether it rain or not, we shall arrive on time.

Dijo que, lloviese ó no lloviese, llegaríamos á tiempo. He said that we should arrive on time, whether it rained or not.

Cueste lo que costare (cueste), lo necesito y lo compraré. Cost what it may, I need it and I shall buy it.

Sean ricos ó sean pobres, etc. Be they rich or (be they) poor, etc.

202. Impersonal Verbs. Verbs that describe acts of the forces of nature are impersonal and consequently lacking in most of their forms. They are commonly found only in the infinitive, present and past participles, and the third person singular of each tense. Among the commonest are: **llover,** "to rain," (R-ch. I), **nevar,** "to snow," (R-ch. I), **helar,** "to freeze," (R-ch. I), **relampaguear,** "to lighten," **tronar,** "to thunder," (R-ch. I), **anochecer,** "to become night," (see 513), and **amanecer,** "to dawn," "to become morning" (see 513).

203. Collective Nouns. Collective nouns generally take a verb in the singular.

En el verano, la gente rica va á su casa de campo. In summer rich folks go to their country houses.

204. Indefinite Article omitted in exclamations. In exclamations of the type "What a pretty flower!" the article is omitted, and **tan** or **más** is inserted before the adjective.

¡Qué niña más bonita! What a pretty child!
¡Qué gente tan simpática! What charming people!

205. **Andar**, "to go," "move," "travel." For conjugation see 525. **Andar** is used instead of **ir** when no definite object or destination is expressed or implied.

El tren anda con mucha velocidad. The train travels very fast.
Los ómnibus andan despacio. Omnibuses go slowly.
Andar á pie. To walk (as opposed to some other means of locomotion).

206. **Idiomatic.**

tardar en, to be long, to take long.
á principios de julio, at the beginning of July.
á mediados de enero, about the middle of January.
á fines de marzo, toward the end of March.
á caballo, on horseback.
al fresco, in the open air.
dar un paseo, to take a walk (or a ride).
dar una vuelta, to take a turn (short walk).

VOCABULARY.

alguno que otro, some . . . or other.
aire, m., air.
aguacero, shower.
árbol, m., tree.
bajo, prep., below.
baños, bathing resort (plu.).
blanco, white.
caballo, horse.
Castilla, Castile.
cero, zero.
de vez en cuando, from time to time.
diferir, to postpone, defer (R-ch. II).
estío, mid-summer.
fresco, fresh, cool, fresh air.
gente, f., people, folks.
grado, degree, grade.
hacienda, farm, estate.
hielo, ice, frost.
lluvia, rain.
lluvioso, rainy.
llenar, to fill.
mar, m., sea.
montaña, mountain.
negro, black, negro.
nieve, f., snow.
nube, f., cloud.
objeto, object.
paraguas, m., umbrella
pasearse, to take a walk (or a ride).
paseo, a walk (or a ride).
piedra, stone.
puro, pure.
raro, rare.
sin embargo, nevertheless.
sociedad, f., society.
sorprender, to surprise.
tardar, to delay.
temperatura, temperature.
tempestad, f., thunder-storm.
termómetro, thermometer.
tierra, earth, land, country.
velocidad, f., velocity, speed.
vendedor, seller.

EXERCISE XXXV.

a. ¡Con cuánta velocidad anda este automóvil! (¡Qué de prisa, etc.)

¿Le gusta?

Siempre me ha gustado andar de prisa, y me gusta pasearme de cualquier modo, pero sobre todo en automóvil. ¿Cuánto hay á la hacienda de su tío?

Hay bastante distancia pero no tardaremos en llegar. ¡Qué aire más puro, verdad?

Sí, y sin embargo en la ciudad se estarán muriendo del calor. ¿Sabe Vd. que me sorprende no ver más árboles en este campo?

En Castilla no hay mas que tierra y piedras. Arboles no los hay sino de vez en cuando, ó en las montañas altas.

Mire Vd. aquella nube negra. ¿No le parece que vamos á tener lluvia?

Es posible. Las tempestades no son raras á mediados de agosto. Espero que no sea más que un aguacero que pronto pase. Pero llueva ó no, tenemos paraguas, y llegaremos dentro de un cuarto de hora á la hacienda.

b. A todos los españoles les gusta pasearse por la tarde, sea á caballo ó sea en coche. Los que no pueden andar de otra manera andan á pie. El objeto de este paseo es de tomar el sol en el invierno y el fresco en el verano, y de saludar á los conocidos. Claro es que en el estío difieren el paseo hasta después del anochecer. A esta hora las aceras y los cafés se llenan de gente, y los vendedores de agua fresca y de bebidas heladas tienen mucho que hacer entonces. Las familias que componen la alta sociedad de Madrid, las familias ricas, y muchas que no lo son pero que quieren parecerlo, salen á principios de junio para su casa de campo ó para alguno que otro de los muchos baños de mar. Se vuelven á la ciudad á fines de septiembre ó cuando no tengan (tuvieren) más dinero.

c. ¿De qué modo (manera) prefiere Vd. pasearse?

¿Qué nos sorprende en el campo de Castilla?

¿Qué hay allí si no hay árboles?

¿Dónde se encuentran los árboles pues?

¿En qué meses tenemos tempestades aquí?

¿Tenemos tempestades en el mes de diciembre? ¿qué tenemos pues?

¿Nieva en abril? ¿qué hace pues?

¿Ha llovido mucho este año? ¿está lloviendo ahora? ¿lloverá hoy? ¿habrá nieve? ¿heló anoche? ¿está nevando?

¿Es caro el hielo este año?

¿Le parece que el hielo debe ser barato en España?

¿Qué temperatura indica el termómetro? ¿cuántos grados bajo cero? ¿cuántos grados sobre cero?

¿Qué color tiene la nieve? ¿el pizarrón? ¿una nube que trae lluvia?

¿Andan despacio los trenes americanos?

¿A dónde van á fines de Mayo los madrileños ricos?

¿Andan más de prisa los caballos que los automóviles?

¡Agua fresca! ¿Quién la quiere?

LESSON XXXVI.

SYNOPSIS.

ARTICLE—indefinite, omitted in certain exclamations (204)

ADJECTIVE—(a) position (192)
(b) loss of final syllable of grande and santo (193)

NOUN—collective, agreement (203)

PRONOUN—(1) personal (a) subject forms nos and vos (199 a)
(b) position of object form (199 b)
(c) ethical dative (199 c)
(2) indefinite, todo (189), otro (194), cada (194 A)

VERB—(a) reciprocal use of reflexive (200)
(b) impersonal, with indirect object (190)
(c) " descriptive of natural phenomena (202)
(d) subjunctive in alternative expressions (adverb clauses), (201)
(e) hacer in time expressions (187)
(f) andar (205, 525)
(g) oír (188, 536)
(h) dar in idioms (196)

ADVERB—aun (197)

MISCELLANEOUS—idiomatic (198, 206)
phrases instead of nouns as modifiers (191)
sino (195)

EXERCISE XXXVI.

Turn into Spanish. 1. There are a hundred *céntimos* in a *peseta;* consequently if a bottle of wine costs me a *peseta* and a half, I pay a hundred and fifty *céntimos* for it. 2. Bring me a couple of fried eggs and a cup of tea. 3. God helps the man who helps himself. 4. On the upper shelf of the book-case in the hall there is a reading book. Ask Rosa to bring it to me. 5. I like potatoes, whether (be they) fried or boiled. 6. I wish to send this postal card to a small town in Castile. How much will

it cost me? 7. This dish is composed of sugar, butter, eggs and milk. 8. Last night we dined in the open air. 9. Walk (go) somewhat more slowly. 10. Have you never seen the sea? 11. What surprised me was that there were no automobiles in the streets. 12. On every corner one finds a letter-box. 13. Every man ought to know how to boil potatoes. 14. It snowed all last week. 15. I have not bought anything except the most necessary things. 16. St. Joseph and St. John were two very holy men. 17. Does it matter much to you? 18. Mr. Fernández is a great doctor. 19. It lacks twenty minutes of nine. 20. How much time do you intend to spend in the country? 21. They were not long in returning. 22. A friend of mine invited me to visit him about the end of February. 23. What a pretty foreign stamp. 24. She asked me to postpone my departure until the middle of December. 25. The object of these instructions is to teach you to do these things well. 26. In midsummer all the rich people leave the city. 27. Look at the sky. What a black cloud! 28. Fortunately all tailors do not send their bills so often. 29. This fish is the worst I ever ate. 30. Every time that it thunders it lightens too. 31. Do you think it will freeze to-night? 32. I did not know whether (*si*) I was on the right road to the post-office or not. 33. Whether it freeze or not, we shall not be cold. 34. Let's see that calendar. 35. There is always snow on those mountains yonder. 36. Will you be so kind as to mail these packages? 37. I would do it willingly but I have no stamps, and as you know, there is no tobacco-store near here where I can buy them. 38. Does it make any difference to you whether (*que with subjunctive*) we take a ride or go to walk? 39. Why have you your best hat on? 40. Bring me another fork. This one is not very clean. 41. The guests have been waiting at the outer door for five minutes. Why don't you go down and (*á with infinitive*) open it? 42. May I give you another slice of ham? 43. My mother had been absent for a fortnight. 44. May all your birthdays be happy ones. 45 Nevertheless we see each other from time to time. 46. I saw him sit down under the tree. 47. The thermometer indicates eight degrees of frost. 48. The words *país, campo* and *tierra* resemble each other, but they do not mean the same thing. 49. Since we have been here it has not rained once.

LESSON XXXVII.

207. Passive Voice. Theoretically there is a complete passive conjugation of the verb (see 503), whose forms consist of the various forms of the auxiliary **ser** and the past participle of the verb to be conjugated. The past participle is inflected like an adjective to agree with the subject in gender and number.

Soy querido. I am loved.
Hemos sido olvidados. We have been forgotten.
Las niñas son castigadas. The girls are punished.

a. After a passive verb, "by" is generally expressed by *por*, but it may be expressed by *de* if the action described is not physical in character.

Los niños son castigados por el maestro. The children are punished by the teacher.
Hemos sido olvidados de nuestros amigos. We have been forgotten by our friends.

208. Passive Absolute Construction. An inflected past participle agreeing with a noun or pronoun is often found taking the place of a passive verb introduced by a temporal or concessive conjunction (after, when, since, etc). Such past participle constructions stand first in the sentence.

Hecho esto. When this had been done.
Aprendida la lección. After the lesson had been learned.
Facturados los baúles. As soon as the trunks had been checked.

209. Estar with the Past Participle. In a construction very similar to the passive, **estar** is used as auxiliary instead of **ser**, with an inflected past participle. This is not a true passive, since it expresses, not an act performed, but the condition in which something (somebody) is found.

Esta habitación está mal calentada. This room is poorly heated (*i. e.*, in a poorly heated condition).

a. Compare the following true passive.

La habitación es calentada por la chimenea. The room is heated by the fireplace. (Stress is laid on the act of heating.)

210. Reflexive Substitute for the Passive. The passive is really little used except in the past tenses. If possible the Spaniard uses instead, an active verb, or a reflexive substitute. The simplest type of this reflexive substitute is that already mentioned in 79 b. When that which is acted upon is an inanimate object, it becomes the subject of the verb, which agrees with it in number. By the use of the reflexive object **se**, the subject is represented as acting upon itself.

El español se habla en España. Spanish is spoken in Spain.
Muchas lenguas se hablan en Europa. Many languages are spoken in Europe.

a. With this personal reflexive substitute (so-called because the reflexive verb has an expressed subject), the agent may be expressed as with the true passive.

El español se habla por los españoles. Spanish is spoken by the Spaniards.

211. Impersonal Reflexive Substitute for the Passive. When an animate being is represented as acted upon, it is made the object of the reflexive verb, which is always singular and impersonal. With this construction no agent may be expressed.

No se te cree. You are not believed.
No se cree á los niños. The children are not believed.
Se la invitó. She was invited.

a. The reflexive verb may take both a direct and an indirect object.

Se nos prestó dos paraguas. We were loaned two umbrellas.
Se me lo dice. I am told so (it).

212. Dejar. Already used in the sense of "to leave," or "to allow," **dejar**, when followed by **de** and an infinitive may mean "to leave off," or "to fail to."

No dejaré de seguir sus instrucciones. I shall not fail to follow your instructions.
No deje Vd. de estudiar mientras que esté ausente. Don't leave off studying while I am away.

213. Synonyms. To remember. Acordarse de and **recordar** both mean "to call to mind," "to recall." **Recordar** alone is used with the meaning of "to remind of." (Both are R-ch. Class 1).

No me acuerdo de la palabra. I don't remember the word.

Recuerdo que aquel año fuí á Paris. I recall that I went to Paris that year.

Vd. me recuerda mi pobre marido. You remind me of my poor husband.

Permítame que le recuerde su deber. Allow me to remind you of your duty.

214. Physical Characteristics. Tener and the definite article are often used in Spanish in describing physical characteristics or temporary physical condition, where in English we use "to be" with an adjective, or "to have" with the indefinite article.

Vd. tiene siempre la boca abierta. Your mouth is always open.
Tengo la cara encendida. My face is flushed.
Tiene la mano pequeña. He has a small hand.

a. If the condition described is not temporary, and the object of *tener* is a plural noun, the definite article may be omitted.

Carmen tiene ojos negros. Carmen has black eyes.

215. Idiomatic.

guardar cama, to stay in bed.
un fuerte constipado, a hard cold.
cosa de peligro, a dangerous matter.
tomar el pulso, to feel the pulse.
tener miedo, to be afraid.
tener cuidado, to be careful.
¡Cuidado! Look out!
pierda Vd. cuidado, don't worry.
una fuerte tos, a hard cough.
cosa de cuidado, a thing to worry about.
tener calentura, to be feverish.
me duele la mano, my hand hurts.
estar enfermo del corazón, to have heart trouble.

VOCABULARY.

agudo, sharp, acute.
apetito, appetite.
botica, drug-store.
cabeza, head.
caldo, broth.
calentura, fever.
capa, cape.
cara, face.
casi, almost.
constipado, a cold.
constiparse, to catch cold.
consultar, to consult.
corazón, m., heart.
cucharadita, teaspoonful.
cuidado, care, anxiety.
curar, to cure, care for.

doctor, Doctor (a title).
doler, to ache, pain, hurt, (R-ch. I).
dolor, ache, pain, grief.
durante, prep., during.
encendido, inflamed, heated, flushed.
entero, entire, whole.
estómago, stomach.
estornudar, to sneeze.
excesivo, excessive, extreme.
horrible, terrible, horrible.
lengua, tongue.
mandar, to send, command.
marido, husband.
miedo, fear.
miembro, member, limb.
oído, hearing (the sense).
peligro, danger.
perder, to lose (R-ch. I).
pulso, pulse.
recado, message.
receta, receipt, prescription.
remedio, remedy.
resfriado, a cold.
resultado, result, outcome.
salvar, to save.
sufrir, to suffer, to bear.
teléfono, telephone.
telefonar, to telephone.
tos, f., cough.
toser, to cough.

EXERCISE XXXVII.

a. (Da. Manuela es el ama de una casa de huéspedes.)

La he llamado á Vd., Da. Manuela, porque me siento muy malo. Desearía que se mandase un recado al despacho diciendo que hoy no podré ir. Se lo agradeceré infinito.

Se hará en seguida. ¿Qué tiene Vd.? ¿Le duele la cabeza?

Me duele excesivamente. Ayer salí sin capa, y antes de llegar á la oficina empezó á llover, y creo que me constipé (que he cogido un resfriado). Me acosté anoche con dolores en todos los miembros, y he tosido y estornudado mucho durante la noche. He pasado casi toda la noche sin dormir.

¿No quiere que le traiga algo caliente, una taza de té ó de caldo?

Gracias. No tengo apetito. ¿Vive cerca de aquí algún médico?

Ninguno bueno; pero si Vd. desea consultar un médico, llamaré por teléfono al nuestro, el Doctor Fernández, y si estuviere (está) en casa no tardará diez minutos en llegar, pues siempre hace sus visitas en automóvil. Pero D. José, eso que tiene Vd. no es nada. Vd. tendrá solamente un fuerte constipado. ¡Hombre! ¡Qué bien me acuerdo de la última enfermedad de mi pobre marido. Aquello sí fué horrible. Durante un año entero estuvo enfermo del corazón y del estómago. Sufrió agudos dolores. Los mejores médicos de la ciudad trataron de salvarle, y se le dió muchos remedios, pero todo sin resultado. Se murió el año pasado. Hacía mucho tiempo ya que había perdido casi por completo el oído. Lo peor es que el pobre tenía tanto miedo de morir.

Pero ¿qué estoy haciendo? Si no dejo de hablar de enferme-

dades va Vd. á ponerse peor. Voy corriendo á telefonar al despacho y al médico.

(El médico entra después de un rato.)

¿Qué le pasa, caballero? Déjeme tomarle el pulso. Muéstreme Vd. la lengua. Bastante sucia. Vd. tiene la cara encendida. A ver lo que indica el termómetro. 100 grados. Vd. tiene calentura, pero no será cosa de cuidado. Guardando cama, en un par de días se pone bueno. Mande Vd., Sra. ama, preparar esta receta en la botica, y déle al enfermo una cucharadita cada tres horas. No debe comer hoy, pero déle Vd. agua cuando la pida. Vuelvo por la tarde para ver como lo está pasando. Hasta entonces, pues.

b. ¿Para qué ha llamado D. José al ama?

¿Desde cuándo se siente malo?

¿Cuál fué la causa del constipado que ha cogido?

¿Qué quiere traerle el ama?

¿Dónde le duele á D. José?

¿Cómo ha pasado la noche?

¿Por qué no quiere tomar nada?

¿Se va Da. Manuela en seguida á telefonar al despacho? ¿qué hace pues?

¿Qué le recuerda la enfermedad de su marido?

¿De qué murió su marido?

¿Vive todavía el marido de Da. Manuela?

¿Cree Vd. que le sea interesante á D. José oír hablar de las enfermedades del marido de la buena señora?

¿Cuánto tarda el médico?

¿Tarda ella mucho en dejar de hablar?

¿Qué hace el médico cuando entra?

¿Cuánto tiempo tendrá el enfermo que guardar cama?

¿Cuántos días tardará en ponerse bueno?

¿Dónde se preparan las recetas de los médicos?

¿Cómo se llaman los hombres que curan á los enfermos?

¿Cómo se llama la enfermedad de D. José?

¿Tiene miedo de morir?

¿Estará peor mañana que hoy?

¿Quiere Vd. que le dé algún recado á su amigo cuando le vea?

¿Se acuerda Vd. de lo que quiere decir resfriado?

¿No me oye Vd., ó ha perdido el oído, ó no me entiende?

LESSON XXXVIII.*

VOCABULARY.

alma, soul.
anterior, fore, anterior.
arteria, artery.
barba, chin, beard.
brazo, arm.
bigote, m., moustache.
calvo, bald.
cerebro, brain.
ciego, blind, blind person.
cojo, lame, lame person.
común, common.
contener, to contain (see 543).
cráneo, skull.
cuello, collar, neck.
cuerpo, body.
cutis, m., skin.
débil, weak.
dedo, finger.
dedo anular, ring-finger.
dedo del corazón, middle finger.
dedo del pie, toe.
dedo índice, index finger.
dedo meñique, little finger.
dedo pulgar, thumb.
dedo pulgar del pie, big toe.
diente, m., tooth.
digerir, to digest (R-ch. II).
encarnado, red.
espalda, back (in plu., shoulders).
espinazo, spinal column.
frente, f., forehead.
garganta, throat.
gordo, fat, stout.
gusto, taste (the sense).
habla, speech.
hígado, liver.
hueso, bone.
humano, human.
inferior, lower, inferior.
intestinos, intestines.
labio, lip.
manco, one-armed.
médula espinal, spinal-cord.
mover (se), to move (R-ch. I).
mudo, mute, dumb, silent.
músculo, muscle.
nariz, f., nose.
olfato, smell (sense of).
oreja, ear.
órgano, organ.
palma, palm.
pecho, breast, chest.
pelo, hair.
pierna, leg.
planta, plant, sole.
posterior, hinder, rear, back.
pulmones, lungs.
puño, fist, hand-writing.
respiración, f., breathing.
respirar, to breathe.
sangre, f., blood.
sentido, sense.
sordo, deaf, dull.
tacto, feeling (sense of).
tronco, trunk (of body or tree).
tuerto, one-eyed.
uso, use.
vena, vein.
vientre, belly, stomach.
vital, vital.

EXERCISE XXXVIII.

¿De que se compone la mayor parte del cuerpo humano?
¿Cómo se llaman las partes principales del cuerpo?
¿Cuántos brazos tenemos?

* This lesson may be omitted if desired.

¿Cómo se llaman los miembros con que andamos?

¿Cuáles son los principales órganos vitales?

¿Cómo se llama la parte exterior del cuerpo? ¿la mano cerrada? ¿la parte interior de la mano? ¿la parte inferior del pie? ¿la parte que está entre el tronco y la cabeza? ¿la parte que contiene la médula espinal? ¿la parte que contiene el cerebro? ¿la parte superior de la cara? ¿la parte inferior de la cara? ¿la parte anterior del tronco? ¿la parte posterior del tronco? ¿la parte anterior y superior del tronco?

¿Cuál es el nombre del pelo que cubre la barba? ¿que cubre el labio superior?

¿De qué está cubierta la cabeza?

¿Cómo llamamos al hombre que ha perdido el uso de los ojos, ó que no ha visto nunca? ¿al hombre que no tiene sino un ojo? ¿al que tiene solamente un brazo? ¿al que no oye bien? ¿al que no anda bien? ¿al que no tiene el uso de la lengua?

¿Qué es un cojo? ¿un mudo? ¿un sordo? ¿un manco? ¿un tuerto? ¿un ciego?

¿Cómo se puede conocer al hombre fuerte?

¿Para qué sirven los pulmones? ¿los labios y la lengua? ¿los músculos?

¿Por dónde corre la sangre?

¿Cuál es el color de la sangre?

¿Cuáles son los cinco sentidos?

¿Tenemos todos sentido común?

¿Cuáles son los órganos de la vista? ¿del oído? ¿del tacto?

¿Cuál es el órgano del habla (de la palabra)? ¿del gusto? ¿del olfato?

¿Con cuál de los órganos digerimos lo que comemos?

¿Para qué sirve el cerebro?

¿Dónde están las partes vitales?

¿De dónde viene la voz?

¿Me hace Vd. el favor de mencionar los nombres de los cinco dedos?

¿Cómo se llaman los huesos de la boca?

¿Es gordo y fuerte ó débil y delgado su hermano de Vd.?

¿Cómo se llama esto?

Y el alma, ¿dónde está?

LESSON XXXIX.

216. Omission of Indefinite Article. The indefinite article is more definite in meaning than the English indefinite article. It is consequently omitted in many expressions of a general nature, where in English the article would be used. The student should note such omissions, as it is impossible to make a rule which will cover all cases.

tener barba, to have a beard.
tener novio, to have a beau.
estudiar para abogado, to study for a lawyer.
estar de visita, to be on a visit.
hacerse médico, to become a doctor.
buscar casa, to look for a house.
tomar casa, to take a house.
salir sin abrigo, to go out without an overcoat.

217. Verbs in -uir. For the conjugation of **concluir** and other verbs in **-uir**, see 523.

218. Concluir, "to conclude," is a synonym of **acabar** and **terminar,** in so far as it means "to end," "finish," "terminate." It also means "to decide," although "to decide to," is **decidir á.** Used in the past reflexively, **concluir** has the passive meanings "to be all gone," "to be all over," "to have come to an end."

¿Ha concluido Vd.? Are you through?
He concluido que no debemos hacerlo. I have concluded that we should not do it.
Se ha concluido el pan. The bread is all gone.

219. Mayor and **menor** are the irregular comparatives of **grande** and **pequeño,** and equivalent to **más grande** and **más pequeño.** When applied to persons they mean "older" and "younger."

Juan es mayor que María. John is older than Mary.
María es menor que Juan. Mary is younger than John.

a. The superlatives of *mayor* and *menor* are *el mayor* and *el menor.*

Juan es el menor de mis hijos. John is the youngest of my children.

Juan es el mayor de los dos. John is the elder of the two.

220. Synonyms. Joven, "young," and **viejo,** "old," are generally applied to what is really young or old, without the idea of comparison. **Antiguo** means "old" in the sense of "former," "of long standing," or "antique."

Un hombre joven; a young man.
Un libro viejo; an old book.
Un antiguo compañero mío; an old chum of mine.

221. The . . . the. These correlatives, used before comparatives, are expressed by **cuanto (-a, -os, -as) . . . tanto (-a, -os, -as).**

Cuantos más libros tengo, tantos más deseo. The more books I have, the more I want.

Cuanto más gana, tanto menos gasta. The more he earns the less he spends.

VOCABULARY.

abogado, lawyer.
aficionado (á), fond (of), enthusiastic (about).
Alejandro, Alexander.
Antonio, Anthony.
Ana, Anna.
anteojos, (plu.) eyeglasses.
arruinar, to ruin, spoil.
calcetines, hose.
casar, to marry (transitive).
casarse con, to marry.
catedrático, professor.
ciencia, science.
contestar (á), to answer.
conque, and so.
Córdoba, Cordova, a city in southern Spain.
cuanto (relative), how much, as much as, all that.
cura, m., parish priest.
chico, -a, small (person), boy, girl.
dedicarse (á), to devote oneself (to).
dentista, m., dentist.
en fin, in short.
equivocarse, to be mistaken, to make a mistake, (see 507).
¡En mi vida! Never in my life!
escoger, to pick, choose (see 508).
especial, especial.
estudio, study.
figurarse, to imagine.
¡Figúrese Vd.! Just imagine.
fuera de, except, excepting.
ganar, to gain, win, earn.
Granada, a city in southern Spain.
hacerse, to become (*i. e.,* to make of oneself).
idioma, m., language.
lápiz, m., pencil.
listo, bright, smart, clever (when used with *ser*).
matemáticas, (f. plu.), mathematics.
medicina, medicine.
mesa de escribir, writing table, desk.
nacer, to be born (see 513, 548).

novio, beau, fiancé, bridegroom.
novia, sweetheart, fiancée, bride.
obedecer (*á*), to obey (see 513).
ocuparse (*en*), to busy oneself.
papel, m., paper.
papel secante, blotting-paper.
profesión, f., profession.
regreso, return.
si, why.
soltero, -a, unmarried person.
tinta, ink.
tintero, inkstand.
¡Vaya si lo es! I should say he is!
viudo, -a, widower, widow.
vice versa, vice versa.
¡Ya lo creo! I should say so.

EXERCISE XXXIX.

a. ¿Me permite Vd. Da. Manuela sentarme á su mesa de escribir? Quiero contestar (responder) á las muchas cartas que he recibido durante mi enfermedad, y se ha concluido la tinta de mi tintero.

Siéntese Vd., D. José. En la mesa encontrará Vd. plumas, lápiz, papel secante, en fin cuanto le haga falta. Mientras que Vd. está escribiendo, voy á ocuparme en hacer calcetines para el chico.

¿Para Antonio? ¡Qué chico más listo!

¡Vaya si lo es! En mi vida he visto otro tan aficionado á los estudios. No quiere hacer más que leer y estudiar. ¡Figúrese Vd.! Ya he tenido que comprarle unos anteojos. Si se está arruinando la vista con tanto estudiar. Cuanto más le digo que no estudie por la noche, tanto menos me obedece. Es que ha escogido la profesión de su padre, el que durante muchos años fué catedrático en la Universidad.

¿Entre sus estudios hay algunos á que se dedica especialmente?

Entre todos prefiere las matemáticas y las ciencias naturales. Todos le gustan fuera de la gramática y el estudio de las lenguas (los idiomas). He notado que aquellos de mis hijos que han podido aprender fácilmente las matemáticas, no han tenido cabeza para los idiomas, y vice versa.

¿Conque Vd. tiene otros hijos?

¡Ya lo creo! Tres, nada menos. Dos mujeres y un hombre. Antonio es el menor. Nació el 8 de octubre del 1883. Estamos en septiembre del 99, de manera que el mes que viene tendrá quince años. No, me he equivocado. Tendrá 16 años. Ana mi hija mayor tiene 20 años más que Antonio. Hace muchos años que está casada con un abogado, y vive en Córdoba. Alejandro, casado también, y viudo desde hace dos años, después de empezar á estudiar la medicina, concluyó que ya había demasiados médicos malos, y se fué á los Estados Unidos y se hizo dentista, y muy bueno. Desde su regreso á España, está ganando mucho dinero. Sin embargo siento que no haya querido estudiar para cura, pero así son los chicos de hoy.

¿Y la otra hija?

Rosa, menor que Ana y mayor que Alejandro, es soltera, pero tiene novio, y creo que se casará el año próximo. Está ahora en Granada, de visita en casa de una tía, hermana mía.

b. ¿Cómo es que D. José tiene que escribir en el despacho del ama?

¿Que se necesita para escribir una carta?

¿En qué se ocupa Da. Manuela?

¿De qué manera le molesta á D. José mientras que está tratando de escribir unas cartas?

¿Es fácil figurarse un chico tan aplicado como el hijo menor de Da. Manuela?

Cuando uno tiene débil la vista, ¿qué tiene que ponerse para ver más claro?

¿Qué profesión ha escogido Vd.? ¿la de maestro?

¿Cómo se llaman los maestros que enseñan en las universidades?

¿Se ha dedicado Vd. especialmente al estudio de los idiomas? ¿á qué se dedica, pues?

¿Cuántos hijos tiene Da. Manuela? ¿cómo se llaman?

¿Qué es un soltero? ¿un viudo? ¿un novio?

¿Tiene Vd. hermanos menores? ¿son hombres ó mujeres?

¿Estudia Vd. para abogado? ¿para médico?

¿Cómo se llama el mayor de sus hermanas?

¿Cuánto ganan los dentistas por hora?

¿Cuál es la diferencia entre *casar*, y *casarse con?*

LESSON XL.

Remark. Lesson XXXVIII is not included in this review. Review lessons XXXVII and XXXIX.

Turn into Spanish. 1. Do you think I am afraid? 2. My elder brother does not like his profession. 3. There is no grief equal to that of a mother. 4. Do you know a good receipt for making bread? 5. I gave him the message by telephone. 6. She married a man seven years younger than she. 7. I should like to have a beard. 8. We do not know what his motive is (*subj.*). 9. Excepting an uncle of mine, I don't know anybody who has been in Paris. 10. The farm having been sold, we had to come to the city. 11. The great day is over. 12. The less I have to study, the better I like it. 13. I was not consulted concerning the price of the lands. 14. It is natural that you should sneeze a good

deal. 15. Do you remember the number of the house? 16. Please don't begin to cry. 17. He said that I reminded him so much of his poor wife. You know he has been a widower for several years. 18. Dr. Suárez ordered the sick child to be given a teaspoonful of water every five minutes. 19. I shall have to punish you, although it hurts me more than it does you. 20. I was born (past definite) on the first day of January, 42 years ago. 21. Who was caring for him when he died? 22. He died of hunger, I have been told. 23. He would have consulted a doctor if he had known some good one. 24. How did Anna catch cold, do you suppose? 25. Let us make an end. 26. He was ruined by the lawyers. 27. The napkins are completely ruined. 28. Is there any danger? 29. During our stay in Cordova, we ate beefsteak only once. 30. They were married by a priest. 31. What a horrible sight! 32. He is not permitted to devote himself to his studies. 33. I hope you have not made a mistake. 34. So then, he has a sweetheart, has he? 35. Don't fail to telephone to the drug store for (*por*) the stamps. 36. How (*cuánto*) my foot hurts! You imagine it. 37. When I have my glasses on, do I not look like some professor? 38. I can't imagine such a thing. 39. All good boys and girls (*chicos*) obey their parents. 40. His eyes are shut, but his mouth is open. 41. I told him I would lend him as much as he needed.

LESSON XLI.

222. Use of Imperative Mode. Review 142. The imperative is used to express intimate positive commands only. Intimate negative commands are expressed by the second persons singular and plural of the present subjunctive.

habla, hablad, speak; *no hables, no habléis,* don't speak.
responde, responded, answer; *no respondas, no respondáis,* don't answer.
escribe, escribid, write; *no escribas, no escribáis,* don't write.

a. In positive commands the object pronouns are attached to the verb. This necessitates in certain cases a written accent.

háblame, cómpramelo, habladle, comprádmelo.

b. In negative commands the object pronouns come before the verb.

No me hables. Don't speak to me.
No se lo digáis. Don't tell him so.

c. Before the reflexive object *os,* the imperative plural drops its final *d.*

ocupaos, busy yourselves.

223. Irregular Imperatives. Most irregular verbs are regular in the imperative plural, but many are irregular in the singular. Study the imperatives in 515, 520-523, 525, 530-547.

224. Prometer, "to promise," may be followed by the infinitive or the indicative. It takes the indirect object of the person, and the direct object of the thing promised.

Prométeme que me comprarás algo. Promise me that you will buy me something.

Me prometió que volvería temprano. He promised me he would return soon.

Te prometo volver temprano.
Te prometo que volveré temprano. } I promise you I will return soon.

225. Volver followed by **á** and an infinitive means "to do (whatever the infinitive expresses) again."

No volveré á hacerlo. I shall not do it again.
No he vuelto á verle. I have not seen him again.

226. Jugar, "to play," is always followed by **á** before the name of a game. See 516.

Los niños están jugando á la pelota. The children are playing ball.

226 A. For **reír,** "to laugh," and **caer,** "to fall, see 522 a, and 528.

VOCABULARY.

acá, adv., here (used, like *allá* with verb of motion).
amar, to love.
¡Ay! Oh! Ouch! Alas!
beso, kiss.
burlarse de, to make fun of.
caerse, to fall down.
camisa, shirt.
caso, case, affair, circumstance.
contar, to count, tell, relate (R-ch. I).
desobedecer, to disobey (see 513).
detrás de, prep., behind.
ensuciar, to dirty, make dirty.
esconder (se), to hide.
Federico, Frederick.
feo, homely, ugly, wicked.

hacer caso á, to pay attention to.
limpiar, to clean.
mentir, to lie (R-ch. II).
mentira, lie, lying.
pantalón, m., trousers, breeches.
pecado, sin.
pegar, to strike, hit, stick (see 507 b).
pelota, ball.
perdón, m., pardon.
pillo, young scamp, rowdy.
¡Por Dios! exclamation.
quitar, to remove, take off.
reirse (de), to laugh (at).
romper, to break, tear (see 549).
saltacarnero, leap-frog (literally, leap-sheep).
toro, bull (in plural, "bull-fighting").
vergüenza, shame.
tener vergüenza, to be ashamed.

EXERCISE XLI.

a. Hija, ¿por qué lloras? Cuéntaselo todo á tu madre.

Federico me pegó y me llamó fea.

No llores. No le hagas caso á tu hermano. No eres fea. Federico, no te escondas detrás de la puerta. Te estoy viendo. No te rías. ¿Te estás burlando de tu madre? Ven acá, mal muchacho. ¿No tienes vergüenza? ¿No sabes que los niños debéis amaros? Pero, ¡qué sucio estás! Y ¿por qué te has quitado los zapatos? ¿Cómo te has roto el pantalón y ensuciado la camisa limpia?

No sé.

Federico, díme la verdad. No mientas. Sabes que la mentira es un pecado muy feo. ¿No has estado jugando á la pelota ó á los toros con los pillos de la calle?

Estábamos jugando á saltacarnero, cuando me caí, y se me ha roto el pantalón.

Te he prohibido jugar en la calle, y tendré que castigarte.

¡Ay, mamá, por Dios! No me castigue Vd. Le prometo que no volveré á desobedecerla.

Pues por esta vez te perdono. Ahora vete á tu cuarto á limpiarte bien; pero antes debes pedir perdón á tu hermana y darle un beso.

b. ¿Por qué está la niña llorando?

¿A quién lo cuenta todo?

¿Les duele más á las niñas que se las pegue, ó que se las llame feas?

¿Qué le dice su madre á la niña?

¿Dónde trata Federico de esconderse?

¿Qué hace detrás de la puerta?

¿Tiene mucha vergüenza?

¿Le dice la verdad á su madre? ¿qué hace pues?

¿En qué estado se encuentra?

¿Dónde estaba jugando cuando se le rompió el pantalón?

¿A qué estaba jugando?
¿No ha visto Vd. nunca jugar á los toros?
¿Qué es mentir?
¿Qué le promete Federico á su madre?
¿Por qué se lo promete?
¿A dónde le manda su madre? ¿para qué?
¿Qué pide á su hermana antes?
¿Qué le da ella?
¿A qué juegan los niños españoles?
¿Cuál es el día en que no se puede comer carne sin pecado?
¿Hacen caso los niños á las órdenes de sus padres?
¿Por qué se ha quitado Federico los zapatos?
¿Qué hay que pegar en el sobre de una carta antes de echarla al correo?

LESSON XLII.

227. **Spanish Money.** The unit is the **peseta,** divided into 100 **céntimos.** Five **pesetas** make a **duro** or **peso.** The copper coins (**monedas de cobre**) are the piece of 5 **céntimos** (**perra chica**) and the 10 **céntimo** piece (**perra grande**). Silver coins (**monedas de plata**) are the **media peseta, peseta, dos pesetas** and **duro.** Bank notes are of 25, 50, 100, 500 and 1000 **pesetas.** Exchange is **cambio,** loose change **suelto,** and change for a coin or bill, **la vuelta** or **las vueltas.** In Mexico and Spanish America generally, the unit is the **centavo** (= one cent). In Spain the **real** (= 25 **céntimos**) is often used in reckoning price, but there is no coin to correspond to it.

228. **Idiomatic. Price.**

Estas naranjas se venden á peseta la docena. These oranges are sold at a peseta a dozen.

¿Cuánto vale esto? Dos reales la libra. What is this worth? Two reals a pound.

¿Cuánto pide Vd. por esto? Un duro la vara. What do you ask for this? A dollar a yard.

Uvas de á real la libra. Grapes at a real a pound.



229. Suffix **-ero.** The suffix **-ero**, applied to nouns, forms derivatives indicating the person in charge of, the dealer in, or manufacturer of.

puerta, portero; coche, cochero; libro, librero (bookseller); *zapato, zapatero* (cobbler or shoe-dealer); *reloj, relojero* (watchmaker); *cuchillo, cuchillero* (cutler); *especia* (spice); *especiero* (grocer); *vaca, vaquero* (cow-boy).

230. Suffix **-ería.** The suffix **ería** indicates generally a place where something is manufactured or sold, or a trade or business.

librería, book-store; *zapatería,* shoe-store; *relojería,* watchmaker's; *cuchillería,* cutlery store; *especiería,* grocery.

231. Diminutive Suffixes. These are very commonly applied to nouns and adjectives, and even to adverbs. The commonest are **-ito, -illo, -uelo (-ita, -illa, -uela).**

librito, little book; *chiquillo,* little child; *mozuelo,* young chap; *prontito,* quite promptly.

232. Either . . . or, in a positive sentence is **ó . . . ó.** In a negative sentence, **ni . . . ni,** which also expresses **neither . . . nor. Ni** further expresses **and not. Tampoco** means **neither** or **not either.** It is generally found after a negative, but it may come first in the sentence. It is used instead of **no** in replying negatively to the second of two questions.

Vendrá ó esta noche, ó mañana temprano. He will come either to-night or to-morrow early.

No hemos tomado ni chocolate ni té. We have not taken either chocolate or tea. (We have taken neither chocolate nor tea.)

No tengo dinero, ni espero tenerlo. I have no money, nor do I hope to (and I do not hope to) have any.

Yo no quiero ir tampoco. I don't want to go either.

¿No tiene Vd. dinero? Ni yo tampoco. Haven't you any money? Nor have I either.

¿Quiere Vd. pan? No. ¿Tostadas? Tampoco.

a. O, "or," becomes *ú* before a word beginning with *o* or *ho.* *mujeres ú hombres,* women or men.

233. For **traducir,** "to translate," and other verbs in **-ucir** see 529.

VOCABULARY.

bacalao, codfish.
bazar, m., bazaar, department store.
carnicería, meat-market.
carnicero, butcher.
cerdo, pig, hog.
correr, to be current.
crecer, to grow (see 513).
crudo, unripe, raw, crude.
docena, dozen.
especie, f., species, kind.
fino, fine, delicate, excellent.
fresa, strawberry.
frijoles, beans (Mexico).
género, genus, gender, kind.
géneros, dry-goods.
granada, pomegranate.
harina, flour.
huerta, truck-garden.
jardín, m., garden.
judías, beans (Spain).
kilo = *kilógramo.*
hortaliza, vegetable.
libra, pound.
limón, m., lemon.
lomo, loin.
maduro, ripe, mature.
manzana, apple.
melocotón, m., peach.
melón, m., musk-melon
naranja, orange.
pescadería, fish-market.
pescadero, fisherman, fish-dealer.
podrido, rotten.
selecto, choice, select.
tendero, store-keeper.
trucha, trout.
uva, grape.
vender, to sell.
verde, green, unripe.

EXERCISE XLII.

a. Vamos primero al mercado. Después iremos al bazar y á las tiendas de géneros . . .

Hoy necesito una cantidad de cosas. Primero, frijoles (judías) de los mejores.

Los tengo muy finos.

Hága el favor de mostrarlos. Verdad que son finos. ¿A cuánto se venden?

A peseta el kilo. (A dos reales la libra).

No los tiene Vd. más baratos?

Sí, pero no son tan selectos.

Bueno. Mándeme á casa cinco kilos. ¿Qué clase de frutas tiene Vd.?

Tenemos naranjas, manzanas, melocotones, limones, uvas, granadas, y melones.

Muchos de estos melocotones están verdes, otros están podridos.

Escoja Vd. los mejores.

Me quedo con estos seis. También media docena de limones y un melón.

¿No necesita Vd. naranjas ni uvas?

Hoy no.

¿Granadas?

Tampoco . . .

Ahora á la carnicería, donde compraré un lomo de cerdo para asar, y entonces á la especiería á comprar harina, y bacalao.

b. ¿Dónde compramos el pescado? ¿la carne? ¿los zapatos? ¿un reloj? ¿un cuchillo? ¿los libros?

¿Cómo llamamos al hombre que vende libros? ¿que vende cuchillos? ¿que tiene vacas y toros? ¿que hace relojes? ¿que tiene una tienda de zapatos? ¿que vende carne? ¿que tiene una tienda cualquiera?

¿Qué significa la palabra especiería? ¿pescadería? ¿bazar?

¿Qué palabra significa demasiado maduro? ¿no bastante maduro?

Déme Vd. los nombres de algunos pescados muy comunes. De algunas frutas.

¿Cómo se llaman en Méjico las judías?

¿Qué compramos en una librería? ¿en el mercado?

¿Cuáles son las monedas de cobre que corren en España? ¿las de plata?

¿Cuánto vale una peseta en moneda americana?

¿Cuántos reales en una peseta? ¿en un peso?

¿Cuántos centavos en un peso?

¿Cuál es el peso de este lomo? (¿Cuánto pesa este lomo?)

¿Tiene Vd. suelto?

¿Qué frutas tenemos en esta estación?

¿Dónde crecen las hortalizas? ¿las flores?

LESSON XLIII.

234. Ir, caer and **sentar** are all used with the indirect object of the person, to mean "to be becoming," "to look well on."

Este sombrero no le cae á Vd. This hat is not becoming to you.
¿Me va este color? Does this color become me?
El traje no le sentaba á ella. The dress didn't look well on her.

235. Dimensions. There are three ways of giving dimension. In two of them **tener** is used with a noun of dimension. In the third, an adjective of dimension is substituted for the noun.

La ventana tiene una anchura de cuatro pies. *La ventana tiene cuatro pies de anchura.* *La ventana tiene cuatro pies de ancho.*	The window is four feet wide.

a. In asking the dimension of an object, *ser* is used with the noun or adjective of dimension.

¿Cuál es la longitud de la casa? *¿Cuál es el largo de la casa?*	How long is the house?

b. Note the following:

Una ventana de cuatro pies de anchura (ancho). *Una ventana ancha de cuatro pies.*	A window four feet wide.

235 A. Prepositions. The correct use of the prepositions is one of the most puzzling things in Spanish. This is particularly true of the prepositions that are used to complete the meaning of certain verbs, nouns and adjectives. Since it is impossible to acquire a knowledge of their use excepting by practice and observation, the student is urged to note in his reading any new phrases into which prepositions enter.

VOCABULARY.

abanico, fan.
algodón, m., cotton.
alhaja, jewel, thing of value.
altura, height.
anchura, width.
asegurar, assure.
collar, m., necklace.
divino, divine, lovely.
escaparate, m., show-window.
espesura, thickness
estilarse, to be in style.
gastar, to spend, waste, wear.
gris, gray.
grueso, big, thick.
hilo, thread, yarn, linen.
lana, wool.
legítimo, genuine, lawful, legitimate.
lienzo, linen cloth.
longitud, f., length.
manga, sleeve.
metro, metre.
muestra, sample.
ni, even.
paño, cloth (woolen).
pañuelo, handkerchief.
perla, pearl.
profundidad, f., depth.
pulgada, inch.
rebajar, to diminish, come down.
regatear, to bargain, haggle.
ropa, clothes (collective).
ropa blanca, linen (clothes).
ropa de cama, bed clothes.
ropa interior, underclothes
ropa sucia, soiled clothes
sábana, sheet.
tejido, anything woven, dress goods.
tejido de algodón, cotton goods.
tela, cloth, stuff.
toalla, towel.
valer más, to be better.
vara, yard.
vestido, dress, costume (=*traje*).

EXERCISE XLIII.

a. ¿Tiene Vd. una seda gris igual á la muestra?

Sí señora. Aquí tiene Vd. una seda muy fuerte y muy bonita á duro la vara.

Es mucho.

Le aseguro á Vd. que no podrá encontrar más barato en todo Madrid un género como éste.

Me gusta el color, y creo que me sentará muy bien, pero no me es posible gastar tanto por un vestido. Tampoco me gusta regatear. Conque ¿es el último precio?

Lo siento muchísimo, pero no puedo rebajar ni un céntimo. Este género nos cuesta á nosotros, cuatro pesetas y media la vara.

¿Cuánto vale esta seda negra?

Esta la puedo poner un poco más barato. Cuatro pesetas.

Déme Vd. diez y seis varas. Espere Vd. un momento. ¿Cuál es la anchura (el ancho)?

Tiene veinte y seis pulgadas.

Entonces valdrá más cortar diez y ocho varas. Este año hacen muy anchas las mangas. (Se estilan las mangas anchas.)

¿Quiere Vd. algo en paños ó en lienzos? Tenemos también algunos algodones muy hermosos y de última novedad.

Deseo unos pañuelos de hilo para señora y unas sábanas. Casi las olvidaba. . . .

Mire Vd., Luisa. ¡Qué alhajas más bonitas en este escaparate! ¿No le parece que me sentiría divinamente aquel collar de perlas?

Esta es una de las tiendas más famosas de Madrid. Venden todas clases de objetos de oro y plata, encajes legítimos y abanicos españoles.

b. ¿Qué busca esta señora?

¿Qué color de seda desea?

¿Por qué no va á comprar la seda que el dependiente le muestra primero?

¿Qué significa regatear?

¿Por qué no le es posible al dependiente rebajar el precio del género?

¿Cuánto hay que pagar por una buena seda negra?

¿Cuántas varas de paño se necesita para hacer un vestido?

¿Este año se estilan sombreros grandes ó pequeños?

¿De qué se hacen los vestidos de caballero?

En vestidos de caballero, ¿qué colores se estilan siempre?

¿De qué se hacen los mejores pañuelos?

¿De qué se hace la ropa interior? ¿las sábanas?

¿Cuántas pulgadas hay en un pie? ¿en una vara?

Cuando deseamos comprar hilo del color de una seda que tenemos en casa, ¿qué hacemos?

¿Está subiendo ó bajando el precio del lienzo?

¿Cómo se llama aquella parte del vestido que cubre el brazo?

¿Qué se necesita para hacer la cama?

¿Cuál es la altura del edificio en que estamos?

LESSON XLIV.

236. The Ordinal Numerals. The ordinals are given up to 20 only, as they are so rarely used above that point. They agree with the noun in gender and number.

primero	1st.	*undécimo*	11th.
segundo	2d.	*duodécimo*	12th.
tercero	3d.	*décimo tercio*	13th.
cuarto	4th.	*décimo cuarto*	14th.
quinto	5th.	*décimo quinto*	15th.
sexto or *sesto*	6th.	*décimo sexto*	16th.
séptimo or *sétimo*	7th.	*décimo séptimo*	17th.
octavo	8th.	*décimo octavo*	18th.
noveno or *nono*	9th.	*décimo nono*	19th.
décimo	10th.	*vigésimo*	20th.

a. In giving a numeral after a title, the ordinals are used up to *décimo*. After that the cardinals. The definite article is omitted.

Felipe segundo (II), Philip the Second.
Alfonso trece (XIII), Alphonso the Thirteenth.

237. Noun. A noun that expresses what is possessed singly by each one of a group of similar individuals, is placed in the singular, though the plural would be used in English.

Los niños con cara alegre. The children with happy faces (one each).

238. Definite Article used. The definite article is used before names of countries and persons that are modified by an adjective.

La España moderna. Modern Spain.
El caritativo Sr. Sánchez. Charitable Mr. Sánchez.

239. Suffixes indicating Nationality. The commonest of these is **-ano.** Others are **-eño, -ino,** and **és.** As in English, the proper suffix to use in a given case is to be learned by observation. Note the following:

sevillano, granadino, madrileño, cordobés, peruano, chileno, mejicano, argentino, panameño, cubano, puertorriqueño, filipino.

240. Caber, "to be contained." See 527.

VOCABULARY.

aldea, village.
aldeano, villager, peasant.
amor, f., love.
cajita, diminutive of *caja.*
catedral, f., cathedral.
centro, center.
cerilla, wax match.
construir, to build, construct (See 523).
corte, f., court, capital.
chaqueta, coat, jacket.
datar, to date.
establecer, to found, establish (See 513).
estrecho, narrow, tight.
Felipe, Philip.
fin, m., end.
fósforo, match.
grito, cry, shout.
habitante, inhabitant.
iglesia, church.
  á la iglesia, to church.
  en la iglesia, at (in) church.
Isidro, Isidore.
juguete, m., toy, plaything.
ladrillo, brick.
limosna, alms.
lugar, m., place, town.
madera, wood.
mendigo, beggar.
moderno, modern.
museo, museum.
nombrar, to name.
palacio, palace.
plaza, square.
público, public.
real, royal.
reina, Queen.
ruido, noise.
siglo, age, century.
terciopelo, velvet, plush, beaver.
torero, bull-fighter.
vecino, neighboring, neighbor.
vestido de, dressed in, wearing.

EXERCISE XLIV.

a. Madrid, capital de España, es una ciudad moderna de unos quinientos mil habitantes (almas). Su importancia data del siglo dieciséis (XVI) cuando el rey Felipe II estableció allí su corte.

La corte tiene muchos hermosos edificios públicos y casas particulares, muchas plazas, y muchos teatros é iglesias, pero no tiene catedral. La mayor parte de los edificios están construidos de piedra ó de ladrillo. Entre los edificios públicos se puede nombrar la Biblioteca Nacional, el Banco de España, el Museo de Pinturas, llamado también el museo del Prado, la Iglesia de San Isidro en la calle de Toledo, y el magnífico Palacio Real, que no tiene igual en toda Europa.

El verdadero centro de la vida madrileña es la plaza llamada la Puerta del Sol. Todo empieza, y todo tiene su fin allí. En la Puerta del Sol hay siempre gente y ruido, á la una de la mañana como al mediodía. Allí se oyen los gritos de los vendedores de periódicos, de juguetes y de cajitas de cerillas y fósforos. Allí se puede ver á los aldeanos de los lugares vecinos, con la manta de lana y el ancho sombrero de terciopelo, y á los toreros vestidos

de pantalón estrecho y chaqueta corta. Allí los mendigos piden á los caritativos una limosna "por el amor de Dios."

b. Cuál de los reyes de España estableció su corte en Madrid?

¿En qué siglo ocurrió esto?

¿En qué siglo estamos ahora?

¿Cuántos habitantes tiene Madrid? ¿Nueva York? ¿esta ciudad? ¿el lugar en que Vd. nació?

¿Qué le hace falta á Madrid?

¿De qué se construyen las casas?

Nómbreme Vd. algunos edificios públicos de Madrid.

¿Dónde se guardan ahora los libros del rey Felipe II

¿Cuándo se fué Vd. á la iglesia?

¿Quién es el rey actual de España?

¿Con quién se casó?

¿Dónde se pueden ver las pinturas de Velázquez?

¿Qué plaza está en el centro de Madrid?

¿Qué se ve en la Puerta del Sol? ¿qué se oye allí?

¿De qué se visten los toreros?

¿Qué se compra para los niños?

¿Sabe Vd. cómo se contesta á un mendigo que nos pide una limosna? Se lo diré á Vd. Si no deseamos darle nada, ó si no tenemos nada que darle, le decimos "Vaya Vd. con Dios, hermano." Si le damos algo, nos da las gracias en estas palabras, "Dios se lo pagará."

¿Se alegra Vd. de que hayamos llegado al fin de este libro?

THE VERB

500. The purpose of the following sections is to group together for reference the facts about the forms of the Spanish verbs, both regular and irregular. For the regular verb it is necessary merely to repeat that all endings, with the exception of those of the future and conditional, are added to the stem of the infinitive (found by cutting off the final **-ar**, **-er**, or **-ir** of the infinitive), while the future and conditional endings are added to the whole infinitive.

501. Endings of the Three Conjugations.

CONJUGATION	INFINITIVE	PRES. PARTICIPLE	PAST PARTICIPLE
I	**-ar**	**-ando**	**-ado**
II	**-er**	**-iendo**	**-ido**
III	**-ir**		

INDICATIVE I	INDICATIVE II	INDICATIVE III	SUBJUNCTIVE I	SUBJUNCTIVE II, III
	PRESENT		PRESENT	
-o	**-o**	**-o**	**-e**	**-a**
-as	**-es**		**-es**	**-as**
-a	**-e**		**-e**	**-a**
-amos	**-emos**	**-imos**	**-emos**	**-amos**
-áis	**-éis**	**-ís**	**-éis**	**-áis**
-an	**-en**		**-en**	**-an**
	IMPERFECT		FIRST IMPERFECT	
-aba	**-ía**		**-ase**	**-iese**
-abas	**-ías**		**-ases**	**-ieses**
-aba	**-ía**		**-ase**	**-iese**
-ábamos	**-íamos**		**-ásemos**	**-iésemos**
-abais	**-íais**		**-aseis**	**-ieseis**
-aban	**-ían**		**-asen**	**-iesen**
	PAST DEFINITE		SECOND IMPERFECT	
-é	**-í**		**-ara**	**-iera**
-aste	**-iste**		**-aras**	**-ieras**
-ó	**-ió**		**-ara**	**-iera**
-amos	**-imos**		**-áramos**	**-iéramos**
as teis	**-isteis**		**-arais**	**-ierais**
aron	**-ieron**		**-aran**	**-ieran**

I	II	III	I	II	III
	FUTURE			FUTURE	
	-é		-are	-iere	
	-ás		-ares	-ieres	
	-á		-are	-iere	
	-emos		-áremos	-iéremos	
	-éis		-areis	-iereis	
	-án		-aren	-ieren	
CONDITIONAL			IMPERATIVE		
	-ía				
	-ías		-a	-e	
	-ía				
	-íamos				
	-íais		-ad	-ed	-id
	-ían				

502. Compound Tenses. By way of illustrating the formation of compound tenses and forms, the following examples will suffice, though only the first person of each tense is given. The past participle of the verb to be conjugated is unchanged in form.

PERFECT INFINITIVE. *haber comido,* to have eaten.
PRESENT PERFECT PARTICIPLE. *habiendo comido,* having eaten.

INDICATIVE.

PRESENT PERFECT. *he comido,* I have eaten.
PLUPERFECT. *había comido,* I had eaten.
PAST DEFINITE PERFECT. *hube comido,* I had eaten.
FUTURE PERFECT. *habré comido,* I shall have eaten.
CONDITIONAL PERFECT. *habría comido,* I should have eaten.

SUBJUNCTIVE.

PRESENT PERFECT. *haya comido.*
FIRST PLUPERFECT. *hubiese comido.*
SECOND PLUPERFECT. *hubiera comido.*
FUTURE PERFECT. *hubiere comido.*

503. Passive Voice. In connection with what is stated in 207, the following forms of the passive of **amar,** "to love," will suffice to show how the passive conjugation is

made up of the forms of the auxiliary **ser**, followed by the past participle of the verb to be conjugated.

INFINITIVE. *ser amado, -a, -os, -as,* to be loved.
PRES. PART. *siendo amado, -a, -os, -as,* being loved.
PRES. INDIC. *soy amado, -a,* I am loved.
eres amado, -a, you are loved.
es amado, -a, he, she, it, is loved, you are loved.
somos amados, -as, we are loved.
sois amados, -as, you are loved.
son amados, -as, they, you, are loved.
PERFECT INDIC. *he sido amado, -a,* I have been loved.
hemos sido amados, -as, we have been loved, etc.

504. Progressive Conjugation. The progressive conjugation made up of the forms of **estar** and the present participle (uninflected) of the verb to be conjugated, and mentioned in 47 c and 72, is theoretically complete. Not infrequently **ir**, "to go," and **venir**, "to come," are used in similar way with the present participle.

estaremos esperando, we shall be waiting.
fuimos andando, we went along.

505. Orthographically Irregular Verbs. Review the general statement in 73. It is to be noted that these verbs are irregular to the eye, but not to the ear. There are, however, many irregular verbs that are incidentally orthographical-changing. They will be treated in the proper place, and their peculiarities of spelling noted.

506. The orthographically irregular verbs treated in 507 and 508 all have stems ending in one of the consonant sounds discussed in the table in 5, which should be consulted in this connection.

507. First Conjugation.

(a) Verbs whose infinitive ends in **-car** change **c** to **qu** where the ending begins with **e**.

SACAR, to take out.

PAST DEF., 1ST SING., *saqué.*
PRES. SUBJ., *saque, saques, saque, saquemos, saquéis, saquen.*

(b) Verbs in **-gar** insert **u** between the **g** and **e** in those forms where the ending begins with **e.**

PAGAR, to pay.

PAST DEF., 1ST SING., *pagué*
PRES. SUBJ., *pague, pagues,* etc.

(c) Verbs in **-guar** place a diæresis over the **u** before endings that begin with **e.** There are few of these verbs.

AVERIGUAR, to verify.

PAST DEF., 1ST SING., *averigüé*
PRES. SUBJ., *averigüe, averigües,* etc.

(d) Verbs in **-zar** change **z** to **c** before those endings which begin with **e.**

CRUZAR, to cross.

PAST DEF., 1ST SING., *crucé*
PRES. SUBJ., *cruce, cruces,* etc.

508. Second and Third Conjugations.

(a) Verbs in **-cer** and **-cir** preceded by a consonant change **c** to **z** when the ending begins with **a** or **o.**

VENCER, to conquer.

PRES. INDIC., 1ST SING., *venzo*
PRES. SUBJ., *venza, venzas, venza, venzamos, venzáis, venzan.*

(b) Verbs in **-cer** and **-cir** preceded by a vowel are truly irregular, and discussed apart in 513. There is a large class of them.

(c) Verbs in **-ger** and **-gir** change **g** to **j** before **a** or **o** of the ending.

COGER, to catch.

PRES. INDIC., 1ST SING., *cojo*
PRES. SUBJ., *coja,* etc.

(d) Verbs in **-quir** change **qu** to **c** before **a** or **o** of the ending.

DELINQUIR, to be delinquent.

PRES. INDIC., 1ST SING., *delinco*
PRES. SUBJ., *delinca*, etc.

(e) Verbs in **-guir** drop **u** of **gu** before **a** or **o** of the ending.

DISTINGUIR, to distinguish.

PRES. INDIC., 1ST SING., *distingo*
PRES. SUBJ., *distinga*, etc.

509. Verbs whose stem ends in **ll** or **ñ**, drop the **i** of the diphthong, in all forms whose ending begins with **ie** or **ió**. This loss does not affect the pronunciation of the word, because of the **i** sound in **ll** and **ñ**.

BULLIR, to boil.

PRES. PART., *bullendo*
PAST DEF., 3D SING., *bulló* 3D PLU., *bulleron*
IMP. SUBJ., 1ST FORM, *bullese*, etc.
IMP. SUBJ., 2D FORM, *bullera*, etc.
FUT. SUBJ., *bullere*, etc.

TAÑER, to ring.

PRES. PART., *tañendo*. Other changes in same places as *bullir*.

510. Certain verbs ending in **-iar** and **-uar**, require an accent on the **i** or the **u** in the present indicative and subjunctive, all of the singular and the third person plural, and in the imperative singular. This is not strictly an orthographical change, since it affects the sound of the word. There is no rule by which the student may determine what verbs are treated in this way. Of the verbs included in this book, **enviar** makes these changes and **limpiar** and **ensuciar** do not.

ENVIAR, to send.

PRES. INDIC., *envío, envías, envía*, enviamos, enviáis, *envían*
PRES. SUBJ., *envíe, envíes, envíe*, enviemos, enviéis, *envíen*
IMPERATIVE SING., *envía*

CONTINUAR, to continue.

PRES. INDIC., *continúo, continúas, continúa,* continuamos, continuáis, *continúan.*

PRES. SUBJ., *continúe, continúes, continúe,* continuemos, continuéis, *continúen*

IMPERATIVE SING., *continúa*

511. Since unaccented i may not stand between two vowels, those verbs of the second and third conjugations whose stems end in a vowel, are written with **y** instead of **i** as the first vowel of the endings which begin with **ie** or **ió**. The forms affected are the present participle, the past definite, third singular and plural, the imperfect subjunctives and the future subjunctive.

CREER, to believe.

PRES. PART., *creyendo*

PAST DEF., *creyó* *creyeron*

IMP. SUBJ., *creyese,* etc., *creyera,* etc.

FUT. SUBJ., *creyere,* etc.

512. Irregular Verbs. In general it may be said that an irregular verb is one which does not preserve the same stem throughout, or which does not have the regular endings. Many irregular verbs are irregular in both stem and endings, and all the irregularity is apparent to both eye and ear. Many irregular verbs have orthographical irregularities as well. Fortunately the greater number of irregular verbs may be included in five great groups, whose members have their peculiarities in common. The rest must be learned singly, since all attempts to simplify their acquisition by a system of principal parts have proved unsatisfactory. Review the statements made in 127 and 141, as to the formation of irregular imperfect and future subjunctives.

513. Verbs with Inceptive Endings. This is the second largest class of irregular verbs, containing as it does over 200. It consists of verbs whose infinitives end in **-cer** and **-cir** preceded by a vowel. In these verbs a **z** is inserted

before **c** in the present indicative and subjunctive, in all forms whose ending begins with **o** or **a**; that is, in the first person of the present indicative, and all six forms of the present subjunctive. All other forms are regular.

CONOCER, to know.

PRES. INDIC., *conozco*
PRES. SUBJ., *conozca, conozcas, conozca, conozcamos, conozcáis, conozcan*

514. Radical-changing Verbs. Review 106. In radical-changing verbs, changes are possible in the following groups of forms only.

(a) The forms which receive the stress on the stem vowel; *i. e.*, the present indicative and subjunctive, all of the singular and the third person plural, and the singular of the imperative.

(b) The present subjunctive, first and second persons plural.

(c) The forms whose endings begin with **ie** or **ió**; *i. e.*, the present participle, the past definite, the third persons singular and plural, the whole of the two imperfect subjunctives, and the future subjunctive.

515. First Class. The largest class of irregular verbs, containing over 300. Verbs of this class belong to the first or second conjugation, have stem vowel **e** or **o**, and change **e** to **ie** and **o** to **ue** in those forms whose stress falls on the stem. See 107.

PENSAR, to think.

PRES. INDIC., *pienso, piensas, piensa,* pensamos, pensáis, *piensan*
PRES. SUBJ., *piense, pienses, piense,* pensemos, penséis, *piensen*
IMPERATIVE SING., *piensa*

CONTAR, to tell, relate.

PRES. INDIC., *cuento, cuentas, cuenta,* contamos, contáis, *cuentan*
PRES. SUBJ., *cuente, cuentes, cuente,* contemos, contéis, *cuenten*
IMPERATIVE SING., *cuenta*

516. **Jugar,** "to play," changes **u** to **ue** wherever the stem has the stress. It is also orthographically irregular, like **pagar** (see 507 b).

PRES. INDIC., *juego, juegas, juega,* jugamos, jugáis, *juegan*
PRES. SUBJ., *juegue, juegues, juegue, juguemos, juguéis, jueguen*
PAST DEF., 1ST SING., *jugué*
IMPERATIVE SING., *juega*

517. **Errar,** "to err," and **oler,** "to smell," are radical-changing verbs of the first class, but since no word may begin with **ie** or **ue,** **errar** writes its radical-changing forms with **ye** and **oler** writes its radical-changing forms with **hue.** As these spellings do not affect the sound, they are true orthographical changes.

ERRAR.

PRES. IND., *yerro, yerras, yerra,* erramos, erráis, *yerran*
PRES. SUBJ., *yerre, yerres, yerre,* erremos, erréis, *yerren*
IMPERATIVE SING., *yerra*

OLER.

PRES. IND., *huelo, hueles, huele,* olemos, oléis, *huelen*
PRES. SUBJ., *huela, huelas, huela,* olamos, oláis, *huelan*
IMPERATIVE SING., *huele*

518. **Volver,** "to turn," has, in addition to the vowel changes of a radical-changing verb of the first class, an irregular past participle, **vuelto.** Other verbs in **-olver** have past participles in **-uelto.**

519. Many radical-changing verbs are orthographical-changing as well. These change according to the principles set forth in 507-509. Such a verb is

ALMORZAR, "to eat lunch."

PRES. INDIC., *almuerzo,* etc.
PRES. SUBJ., *almuerce, almuerces, almuerce, almorcemos, almorcéis, almuercen*
PAST DEF., 1ST SING., *almorcé*
IMPERATIVE SING., *almuerza*

COCER, "to boil," "bake."

This verb is not inceptive (see 513), but radical and orthographical changing.

520. Second Class. Verbs of this class belong to the third conjugation and have stem-vowel **e** or **o**. They change stem-vowel **e** to **ie** and **o** to **ue** where the stress falls on the stem, and **e** to **i** and **o** to **u** (1) in the present subjunctive, first and second persons plural, and (2) in those forms whose ending begins with **ie** or **ió** (see 514 c). For model verbs see **sentir** and **dormir**, in 108.

a. Morir, "to die," of this class, has the irregular past participle *muerto.*

521. Third Class. Verbs of this class all belong to the third conjugation, and all have stem-vowel **e**. They change **e** to **i** in those forms whose accent falls on the stem. They also change **e** to **i** (1) in the present subjunctive, first and second persons plural, and (2) in those forms whose endings begin with **ie** or **ió**. For the model verb **vestir**, "to dress," see 109.

a. Erguir, "to erect," which belongs to this class, may have *ye* instead of *i* in any of the forms which have the stress on the stem-vowel. It is also orthographical-changing, dropping its *u* before *o* or *a* of the ending.

PRES. INDIC., *irgo, irgues, irgue, erguimos, erguís, irguen*
or
yergo, yergues, yergue, erguimos, erguís, yerguen

522. Several of the verbs of this class have orthographical changes.

a. Reír, "to laugh," has a number of peculiarities. A written accent is required on all forms stressed on the stem vowel, and the *i* of all endings beginning with *ie* or *ió,* disappears. Note also accents on present indicative, first plural, and in the imperative plural.

PRES. PART., *riendo* PAST PART., *reído*
PRES. IND., *río, ríes, ríe,* reímos, reís, *ríen.*
PRES. SUBJ., *ría, rías, ría, riamos, riáis, rían*

PAST DEF., 3D SING., *rió* 3D PLU., *rieron*
IMPERF. SUBJ., etc., *riese, riera, riere*
IMPERATIVE SING., *ríe* PLU., *reíd*

b. Other verbs in this class have the changes already discussed in 507-509. Such a verb is

SEGUIR, "to follow."

PRES. INDIC., *sigo*
PRES. SUBJ., *siga, sigas, siga, sigamos, sigáis, sigan*

523. -Uir verbs. This class includes verbs in **-güir**, but not those in **-guir** and **-quir**. These verbs add **y** to the stem (1) in all forms which have the accent on the stem, and (2) in the present subjunctive, first and second persons plural.

In addition, the **i** of all endings beginning with **ie** or **ió** becomes **y**. (See similar change in verbs like **creer**, in 511.)

HUIR, "to flee."

PRES. PART., *huyendo.*
PRES. INDIC., *huyo, huyes, huye,* huimos, huis, *huyen*
PRES. SUBJ., *huya, huyas, huya, huyamos, huyáis, huyan*
PAST DEF., 3D SING., *huyó* 3D PLU., *huyeron*
IMPERF. SUBJ., etc., *huyese, huyera, huyere*
IMPERATIVES, *huye, huid*

a. Verbs in *-güir* lose the diæresis before *y*. Thus, *argüir*, "to argue," *arguyo, arguyes,* etc.

524. Unclassable Irregular Verbs. The verbs that follow in alphabetical order, do not lend themselves to any classification that is easier to learn than the verbs themselves. Forms omitted may be assumed to be regular, with the exception of the imperfect and future subjunctives, and the future and conditional indicative. The imperfect and future subjunctives are to be derived from the third person plural of the past definite, as explained in 127 and 141. The conditional has the same stem as the future, and the endings of the future and conditional are always regular.

525. Andar, andando, andado. To walk.

PAST DEFINITE, *anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron*

526. Asir, asiendo, asido. To grasp.

PRES. INDIC., *asgo,* ases, ase, asimos, asís, asen
PRES. SUBJ., *asga, asgas, asga, asgamos, asgáis, asgan*

527. Caber, cabiendo, cabido. To be contained in.

PRES. INDIC., *quepo,* cabes, cabe, cabemos, cabéis, caben
PRES. SUBJ., *quepa, quepas, quepa, quepamos, quepáis, quepan*
PAST DEF., *cupe, cupiste, cupo, cupimos, cupisteis, cupieron*
FUTURE INDIC., *cabré*

528. Caer, cayendo, caído. To fall.

PRES. INDIC., *caigo,* caes, cae, caemos, caéis, caen
PRES. SUBJ., *caiga, caigas, caiga, caigamos, caigáis, caigan*
PAST DEF., caí, *caíste, cayó, caímos, caísteis, cayeron*

529. -ducir, -duciendo, -ducido. There are a number of compound verbs that end in **-ducir,** among them **traducir,** "to translate."

PRES. INDIC., *traduzco,* traduces, etc.
PRES. SUBJ., *traduzca, traduzcas, traduzca, traduzcamos, traduzcáis, traduzcan*
PAST DEF., *traduje, tradujiste, tradujo, tradujimos, tradujisteis, tradujeron*

530. Dar, dando, dado. To give.

PRES. INDIC., *doy,* das, da, damos, dais, dan
PRES. SUBJ., dé, des, dé, demos, deis, den
PAST DEF., *dí, diste, dió, dimos, disteis, dieron*

531. Decir, diciendo, dicho. To say, tell.

PRES. INDIC., *digo, dices, dice,* decimos, decís, *dicen*
PRES. SUBJ., *diga, digas, diga, digamos, digáis, digan*

PAST DEF., *dije, dijiste, dijo, dijimos, dijisteis, dijeron*
FUTURE INDIC., *diré*
IMPERATIVES, *dí*, decid

a. Of the compounds of *decir*, *bendecir*, "to bless," and *maldecir*, "to curse," are regular in the future and conditional.

532. Estar, estando, estado. To be.

PRES. INDIC., *estoy, estás, está*, estamos, estáis, *están*
PRES. SUBJ., *esté, estés, esté*, estemos, estéis, *estén*
PAST DEF., *estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron.*

533. Haber, habiendo, habido. To have.

PRES. INDIC., *he, has, ha, hemos*, habéis, *han*
PRES. SUBJ., *haya, hayas, haya, hayamos, hayáis, hayan*
PAST DEF., *hube, hubiste, hubo, hubimos, hubisteis, hubieron*
FUTURE INDIC., *habré*
IMPERATIVES, *hé*, habed

a. Used impersonally, *haber* has the special form *hay* for the present indicative, third person singular.

534. Hacer, haciendo, hecho. To make, do.

PRES. INDIC., *hago*, haces, hace, hacemos, hacéis, hacen
PRES. SUBJ., *haga, hagas, haga, hagamos, hagáis, hagan*
PAST DEF., *hice, hiciste, hizo, hicimos, hicisteis, hicieron*
FUTURE IND., *haré*
IMPERATIVES, *haz*, haced

a. There are a number of words ending in *-facer*, that are compounds of *hacer*, and conjugated like it. *Satisfacer* has also the imperative form *satisface.*

535. Ir, yendo, ido. To go.

PRES. INDIC., *voy, vas, va, vamos, vais, van*
PRES. SUBJ., *vaya, vayas, vaya, vayamos, vayáis, vayan*
IMPERF. IND., *iba, ibas, iba, íbamos, ibais, iban*

Past Def., *fuí, fuiste, fué, fuimos, fuisteis, fueron*
Imperatives, *ve, id,* and, for the first person plural, *vamos.*

536. Oír, oyendo, oído. To hear.

Pres. Indic., *oigo, oyes, oye, oímos,* oís, *oyen*
Pres. Subj., *oiga, oigas, oiga, oigamos, oigáis, oigan*
Past Def., *oí, oíste, oyó, oímos, oísteis, oyeron*
Imperatives, *oye, oíd*

537. Poder, pudiendo, podido. To be able.

Pres. Ind., *puedo, puedes, puede,* podemos, podéis, *pueden*
Pres. Subj., *pueda, puedas, pueda,* podamos, podáis, *puedan*
Past Def., *pude, pudiste, pudo, pudimos, pudisteis, pudieron*
Future Ind., *podré*
Imperatives, lacking.

538. Poner, poniendo, puesto. To put.

Pres. Indic., *pongo,* pones, pone, ponemos, ponéis, ponen
Pres. Subj., *ponga, pongas, ponga, pongamos, pongáis, pongan*
Past Def., *puse, pusiste, puso, pusimos, pusisteis, pusieron*
Future Ind., *pondré*
Imperatives, *pon,* poned

539. Querer, queriendo, querido. To wish.

Pres. Indic., *quiero, quieres, quiere,* queremos, queréis, *quieren*
Pres. Subj., *quiera, quieras, quiera,* queramos, queráis, *quieran*
Past Def., *quise, quisiste, quiso, quisimos, qüisisteis, quisieron*
Future Ind., *querré*
Imperatives, *quiere,* quered

540. Saber, sabiendo, sabido. To know.

Pres. Indic., *sé,* sabes, sabe, sabemos, sabéis, saben
Pres. Subj., *sepa, sepas, sepa, sepamos, sepáis, sepan*
Past Def., *supe, supiste, supo, supimos, supisteis, supieron*
Future Ind., *sabré*

541. Salir, saliendo, salido. To go out.

Pres. Indic., *salgo,* sales, sale, salimos, salís, salen
Pres. Subj., *salga, salgas, salga, salgamos, salgáis, salgan*
Future Ind., *saldré*
Imperatives, *sal,* salid

542. Ser, siendo, sido. To be.

Pres. Indic., *soy, eres, es, somos, sois, son*
Pres. Subj., *sea, seas, sea, seamos, seáis, sean*
Imperf. Ind., *era, eras, era, éramos, erais, eran*
Past Def., *fuí, fuiste, fué, fuimos, fuisteis, fueron*
Imperatives, *sé,* sed

543. Tener, teniendo, tenido. To have.

Pres. Ind., *tengo, tienes, tiene,* tenemos, tenéis, *tienen*
Pres. Subj., *tenga, tengas, tenga, tengamos, tengáis, tengan*
Past Def., *tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron*
Future Ind., *tendré*
Imperatives, *ten,* tened

544. Traer, trayendo, traído. To bring.

Pres. Ind., *traigo,* traes, trae, traemos, traéis, traen
Pres. Subj., *traiga, traigas, traiga, traigamos, traigáis, traigan*
Past Def., *traje, trajiste, trajo, trajimos, trajisteis, trajeron*

545. Valer, valiendo, valido. To be worth.

Pres. Indic., *valgo,* vales, vale, valemos, valéis, valen
Pres. Subj., *valga, valgas, valga, valgamos, valgáis, valgan*
Future Ind., *valdré*
Imperatives, *val* or *vale,* valed

546. Ver, viendo, visto. To see.

Pres. Indic., *veo,* ves, ve, vemos, veis, ven
Pres. Subj., *vea, veas, vea, veamos, veáis, vean*
Imperf. Ind., *veía, veías, veía, veíamos, veíais, veían*
Past Def., vi, viste, vió, vimos, visteis, vieron
Imperatives, ve, ved

547. Venir, viniendo, venido. To come.

PRES. INDIC., *vengo, vienes, viene,* venimos, venís, *vienen*
PRES. SUBJ., *venga, vengas, venga, vengamos, vengáis, vengan*
PAST DEF., *vine, viniste, vino, vinimos, vinisteis, vinieron*
FUTURE IND., *vendré*
IMPERATIVES, *ven,* venid

548. Defective Verbs. A number of verbs are lacking in some of their forms, and still others currently use only a few of the forms which they possess. To this latter class belong the impersonal verbs that describe the phenomena of nature. Such are, **nevar,** "to snow," **llover,** "to rain," etc.

Nacer, "to be born," cannot, from its nature, be used conveniently in the first person present indicative, or in the singular imperative.

Roer, "to gnaw," in the present indicative and subjunctive may have as stem before a strong vowel in the ending, **ro-, roig-,** or **roy.** It is not used often, however, in these forms. The past participle, **roído** is common.

Aplacer, "to please," **atañer,** "to appertain," and **concernir,** "to concern," are found in the third person.

Yacer, "to lie," is used mostly in the third person, though rare outside of epitaphs. In the present indicative and subjunctive, it may have as stem, before a strong vowel in the ending, **yazc-, yazg-,** or **yag.** The other forms are regular.

Soler, "to be wont," is used in the present indicative and imperfect only. In the present indicative it changes stem vowel **o** to **ue** where stressed.

Placer, "to please," is seldom used in any but the third person singular. Note: past definite, **plugo** or **plació;** present subjunctive, **plega, plegue,** and **plazca;** imperfect subjunctives and future subjunctive, **pluguiese,** and **placiese,**

pluguiera and **placiera**, **pluguiere** and **placiere**. The other forms are regular.

549. Irregular Past Participles. The four following verbs are irregular only in the past participle.

abrir, "to open," past participle *abierto*.
cubrir, "to cover," past participle *cubierto*.
escribir, "to write," past participle *escrito*.
imprimir, "to print," past participle *impreso*.

a. The following have two past participles.

oprimir, "to oppress," past participles *oprimido* and *opreso*.
suprimir, "to suppress," past participles *suprimido* and *supreso*.
prender, "to arrest," past participles *prendido* and *preso*.
romper, "to break," past participles *rompido* and *roto*.

550. List of Irregular Verbs. This list, while not complete, will be found to contain all verbs that the student is likely to encounter in his reading. Verbs in **-uir** are not included, excepting those in **-guir** and **-quir**, nor are inceptive verbs included. For **-uir** verbs see 523, and for inceptive verbs, 513. Numbers refer to the paragraph in the verb section where the verb, or one like it, is conjugated.

abrir, 549.
absolver, 518.
abstenerse, 543.
abstraer, 544.
acertar, 515.
acordar, 515.
acostar, 515.
acrecentar, 515.
adestrar, 515.
adherir, 520.
adormir, 520.
adquirir, 515.
aducir, *like* 529.
advertir, 520.
alentar, 515.
almorzar, 519.
alongar, 519.
amoblar, 515.
amolar, 515.
andar, 525.
antedecir, 531.
anteponer, 538.
antever, 546.
apacentar, 515.
aplacer, 548.
apostar, 515.
apretar, 515.
aprobar, 515.
arrendar, 515.
arrepentirse, 520.
ascender, 515.
asentar, 515.
asentir, 520.
asir, 526.
asoldar, 515.
asonar, 515.

maldecir, 531.
malherir, 520.
maltraer, 544.
manifestar, 515.
mantener, 543.
medir, 521.
mentar, 515.
mentir, 520.
merendar, 515.
moblar, 515.
moler, 515.
morder, 515.
morir, 520.
mostrar, 515.
mover, 515.

negar, 519.
nevar, 515.

obtener, 543.
oír, 536.
oler, 517.
oponer, 539.
oprimir, 549.

pedir, 521.
pensar, 515.
perder, 515.
perseguir, 522 b.
pervertir, 520.
placer, 548.
plegar, 519.
poblar, 515.
poder, 537.
poner, 538.
poseer, 511.
posponer, 538.
predecir, 531.
preferir, 520.
prender, 549.
preponer, 538.
presentir, 520.
presuponer, 538.
prevenir, 547.
prever, 546.
probar, 515.
producir, 529.
proferir, 520.
promover, 515.
proponer, 538.
proseguir, 522 b.
proveer, 511.
provenir, 547.

quebrar, 515.
querer, 539.

recaer, 528.
recocer, 519.
recomendar, 515.
recomponer, 538.
recontar, 515.
reconvenir, 547.
recordar, 515.
recostar, 515.
reducir, 529.
reelegir, 522 b.
referir, 520.
reforzar, 519.
regar, 519.
regir, 522 b.
regoldar, 519.
rehacer, 534.
rehollar, 515.
reír, 522 a.
remendar, 515.
rementir, 520.
remoler, 515.
remorder, 515.
remover, 515.
rendir, 521.
renegar, 519.
renovar, 515.
reñir, 522 b.
repetir, 521.
replegar, 519.
reponer, 538.
reprobar, 515.
reproducir, 529.
requebrar, 515.
requerir, 520.
resalir, 541.
resentirse, 520.
resolver, 518.
resollar, 515.
resonar, 515.
restregar, 519.
retemblar, 515.
retener, 543.
retorcer, 519.

SUPPLEMENTARY EXERCISES

EXERCISE II.*

1. I do not live here. 2. The child is running to the teacher. 3. Do you (*sing.*) smoke too much? 4. Are you (*plu.*) studying the lesson? 5. The girls go into the store. 6. The teacher's son finds money on the table. 7. We buy flowers for Mary. 8. Does John's teacher work a great deal? 9. The lady does not write to Mary. 10. The boy takes the flowers from the girl.

EXERCISE III.

1. I am working and you are working also. 2. Are you studying in order to learn? 3. We (*fem.*) have a sister and you (*int. plu.*) have a brother. 4. Must I sing for the teacher? 5. Do you (*ord. plu.*) wish to come in? 6. You (*int. plu.*) should write the words on the blackboard. 7. What does the word mean? 8. What language do you teach? 9. Where do they (*fem.*) live? 10. I have some books. 11. John hasn't any classes to-day. 12. Are you (*int. sing.*) not running too much? 13. We ought to study now. 14. You sing well but they (*fem.*) sing badly.

EXERCISE V.

1. A good girl studies hard (=a good deal) because she wishes to learn. 2. A bad boy does not review his lessons. 3. Many lazy children have to learn rules. 4. How old is the handsome English girl? 5. Louise is ten years old and John is eight. 6. Spanish is easy but the lessons are too long. 7. Are they writing the exercises in German?

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* Exercises are numbered to agree with lessons to which they belong.

8. Do you speak French? 9. Are you (*ord. sing.*) American? 10. I am the teacher and you are the pupils. 11. The French pupils do not speak English well. 12. Is it they?

EXERCISE VI.

1. The kitchen is a small room but the library is large. 2. Is the grammar John's? 3. Whose is it? 4. We are not at all well. 5. We are very sick. 6. Have you not eaten yet? 7. *We* are already eating. 8. The water is cold and the chocolate is hot. 9. Being sick Louise does not want to eat. 10. They have had to go up. 11. They are upstairs now. 12. You and I are American. 13. Did you buy the hat to-day? 14. Not having any money they are sad. 15. Have you not been in Paris? 16. Is Mary still in Madrid?

EXERCISE VII.

1. The teacher is very pretty and her cousin is handsome. 2. Louis and Emma are our brother and sister. 3. My nephews and nieces are my brother's sons and daughters. 4. My uncle and aunt are in Paris but they have relatives in the city of Madrid. 5. I am preparing the breakfast for your (*int.*) mother. 6. Being industrious my cousin is preparing her lessons for to-morrow. 7. Your (*plu.*) toast is on the table, ours is in the kitchen. 8. Her friend is in the library. 9. You have my books and I have yours. 10. The house is yours, ours, theirs. 11. There are four pages in my lesson. How many are there in yours?

EXERCISE IX.

1. I do not need my reading-book, consequently I am going to leave it at home. 2. Carmen is a very nice girl and ought not to go alone. 3. Are you going to John's with me this afternoon? 4. Is Mary looking for her brother? 5. We have bought some handsome hats and shoes. 6. This silk is pretty. 7. Those gloves are cheap. 8. Have you

spoken with her? 9. Is this your lace? 10. No, that yonder is mine. 11. Mary and I are going together to-night. 12. Did you leave your books at school? 13. I am going to stay with you.

EXERCISE X.

1. They are calling us. 2. She has spoken to me. 3. Do you want to speak to her? 4. We are calling her, him. 5. I am speaking to him. 6. I am looking for you (*fem. sing. ord.*). 7. I love him and he loves me. 8. *I* love you. 9. We love the girl. 10. He says that he is going to visit you to-morrow. 11. Why do you want to go there first? 12. May we not go together afterwards? 13. I like these shoes better than those yonder. 14. Can you not answer her in English? 15. Will you please show me another pattern and another color? 16. Are you buying them for him or for her?

EXERCISE XI.

1. I punished my son this afternoon because he was bad. 2. Carmen's husband and father were with her. 3. At Wanamaker's we bought two pairs of gloves and a lace hat. 4. While we were waiting for our friends we looked out of the window. 5. He greeted me politely. 6. I was going through Seville St. when I met her. 7. Did they treat you (*ord. plu. fem.*) well? 8. Whom did your uncle meet this morning? 9. What were they doing when the teacher came in? 10. We had worked hard. 11. What was Suarez eating?

EXERCISE XIII.

1. Have you seen Peter? 2. They speak French in Canada. 3. I saw him and he saw me. 4. How long were we in Mexico? 5. He caught cold yesterday. 6. This morning I happened to be at home when Louisa came in. 7. They speak many languages in the United States. 8. We have bought these books for ourselves. 9. They say that you speak various languages. 10. What is that gentleman's

name? 11. What are the principal cities of Europe? 12. What is a republic? 13. Don't you see?

EXERCISE XIV.

1. Is it one o'clock already? 2. What time was it when I called you? 3. It is twenty minutes past eleven. 4. It was eighteen minutes to six and I was very sleepy. 5. We went away without them. 6. Many things can be learned without studying. 7. I made the dress for my daughter. 8. We wanted to run but we could not. 9. Why do you look at your watch? 10. By dint of studying we learn. 11. Why did you not want to go with her? 12. They say that you do not like South America. 13. In order to have breakfast early we must get up early.

EXERCISE XV.

1. The doctor will be at home this morning at eleven. 2. Santiago is the largest city in Chile. 3. I shall go away to-morrow in the morning. 4. They said that they should arrive at nine o'clock. 5. They say that they shall arrive at six-twenty. 6. What is this servant's name? 7. The best country in the world is my native land. 8. The children are in a hurry. 9. Shall we take seats near the door? 10. What shall we be able to do then? 11. If I were a teacher I should have to work all day and all night. 12. Are you a teacher?

EXERCISE XVII.

1. He tells me not to go. 2. He will forbid us to go there. 3. I can not let you go in. 4. I hope she is studying enough. 5. I hope to go away day after to-morrow. 6. I want John to study more. 7. Are you not afraid he will see you? 8. It is possible that he is sick. 9. It is necessary for us to learn to cook. 10. It is not necessary to get up late. 11. The teacher has told the child to try to be good. 12. Will you let me have breakfast with you? 13. I must be at

home before seven. 14. It is certain that his name is Alphonso.

EXERCISE XVIII.

1. How many hours do you sleep every night? 2. I need twenty minutes to dress. 3. When we are tired we lie down. 4. I do not want you to wake me up early. 5. Don't you hope I will have a good time? 6. We came back at midnight. 7. I hope you will not forget me completely. 8. I do not understand you. 9. She says she is sorry you are so sick. 10. Both (of us) had a good time. 11. Must you go to bed now? 12. Some day we shall go together to the theater. 13. Do the Spanish talk too fast?

EXERCISE XIX.

1. Are you willing to give them to me? 2. I did not give them to you but to her. 3. For whom did you buy it? For you. 4. Ordinarily I prefer what is new. 5. Is your father a doctor? He is. 6. You are a good boy. 7. No man is as learned as he wants to be. 8. To whom are you going to give it? 9. Yellow is prettier than blue. 10. They had just received the news of John Rico's illness. 11. I will introduce you to him. 12. Will you give it to her? 13. Mr. Smith, a teacher of Spanish, will arrive to-night. 14. I entreat you not to cry.

EXERCISE XXI.

1. Let Mary prepare the breakfast. 2. Let us buy these flowers. 3. May you (*plu.*) have a good time. 4. Let John open it. 5. Let us dress at once. 6. Let us not show it to *them*. 7. Help yourselves. 8. Have the kindness to introduce us to your mother. 9. Come in, gentlemen. 10. Don't go away to-day. 11. He wants you to say something. 12. Let us not say a word. 13. Tell me at once. 14. Excuse (*plu.*) me. 15. I shall not allow you to be in the room. 16. Answer me.

EXERCISE XXII.

1. There are twelve months in the year. 2. Did your father tell you not to work hard? 3. I had not ordered him to make it. 4. If my nephew could speak Spanish he would talk to you. 5. Would you like to have me go with you? 6. It was not possible for her to come out. 7. Come with me. 8. I should like to have good marks at school. 9. She said she was not feeling well. 10. John forbade them to wake him up before nine o'clock. 11. If we were in Madrid we should go to the theatre every night.

EXERCISE XXIII.

1. He was very sorry we had nothing to do. 2. I am glad that it is good weather. 3. Buy me any hat that is pretty and that has a long feather. 4. What kind of weather was it last week? 5. I don't know any mountain range prettier than this. 6. However small the house may be, I shall like it. 7. Nobody knows him in this city, and he knows nobody. 8. They knew us as soon as they saw us. 9. You will need it before you arrive in Madrid. 10. We did it in order that he might have something to eat.

EXERCISE XXV.

1. She thanked me very politely for the flowers. 2. It is not necessary for you to take a street car. 3. On reaching Cross St., turn to the right. 4. I don't like to address these cabmen. 5. Don't you know how to call a cab? 6. Ask any man you may meet. 7. Did he say it was far to the station? 8. We don't know any Spanish words. 9. They told us to keep on through this street. 10. The trains leave the station every hour. 11. Do you prefer Spring or Autumn? 12. When you don't know the hour of departure of any train, look in the time-table.

EXERCISE XXVI.

1. He doubted whether he had ever seen me before. 2. Do you think it is true? 3. I think I can speak French quite well. 4. Life is expensive here. 5. Why are foreigners accustomed to go in first class carriages? 6. May one enter free, or must one buy a ticket? 7. Those who travel a great deal learn a great deal. 8. The trains are less comfortable than those of the United States. 9. Traveling is truly interesting. 10. Those who carry steamer rugs will be glad of it. 11. Did you ask a favor of John, or did you ask him a question?

EXERCISE XXVII.

1. I have just seen two ladies whom I knew in Paris. 2. The men who weigh the baggage have not yet come. 3. That is Mr. Suarez's daughter yonder, of whom I spoke to you. 4. Don't you want the box brought to the baggage room? 5. Is it necessary for us to have our hats made this month? 6. This is your trunk, is it not? 7. You told him to examine the baggage didn't you? 8. It seems that we are to stop at the frontier. 9. Must we get out of the train? 10. These are the tickets by means of which we may enter the Prado. 11. Seven hundred forty-three thousand, five hundred and twelve.

EXERCISE XXIX.

1. Are you certain that she is coming by boat? 2. He insisted on my giving him this room. 3. Of course I want to get well as soon as possible. 4. I am glad they don't need anything. 5. My son, don't forget that your father is your best friend. 6. We didn't think they were at all pretty. 7. Hurry or we shall not get (= arrive) there on time. 8. Let me feel your pulse. 9. Yesterday we met a traveling companion of ours, a certain Fernandez. 10. Are you going to put on your overcoat?

EXERCISE XXX.

1. If we had been here we should have seen them. 2. These are extremely important things. 3. I said as little as possible. 4. One should read as much as possible. 5. We have read more books than the teacher thinks. 6. He will have seen many countries before he gets back (= returns). 7. We were sorry we had not read the letters. 8. The boarding house has more boarders than you have seen. 9. I have told you more than a thousand times to tell her I am not at home. 10. I have forgotten the name of the gentleman whose house we occupied in Paris.

EXERCISE XXXI.

1. When Edward had eaten the greens he became extremely sick. 2. Let us not suppose such a thing. 3. Did they answer that they would meet us at the station? 4. They said they would (= yes). 5. Did you ever see a more interesting bill-of-fare? 6. When shall I call you? 7. What do you imagine this dish is? 8. Can this be a kind of salad? 9. What they gave you was probably Spanish omelet. 10. Fruit follows the salad. 11. Waiter, bring me the bill-of-fare. 12. Do you want me to bring you anything to eat?

EXERCISE XXXIII.

1. When did he die? A year ago. 2. We have been in this class for an hour. 3. They had entered the building an hour before. 4. Ever since I have known you I have loved you. 5. I haven't been in Madrid for nine years. 6. In August it will be three years since I heard Caruso sing in New York. 7. Every Spaniard drinks wine. 8. Did you see me do that? 9. There is a great deal of difference between a coffee cup and a cup of coffee. 10. I liked everything and ate everything. 11. How long ago did you buy those eggs?

EXERCISE XXXIV.

1. Certain friends of ours are coming in their automobile to visit us. 2. Every two years we used to spend a summer in the country. 3. He answered that he didn't feel like doing it. 4. You couldn't get there to-day, even if you went by train. 5. She has been very sick for a fortnight. 6. It makes no difference whether you take the letters to the postoffice or whether you put them in the letter-box. 7. Concerning the bill from the tailor I have nothing to say. 8. They used to sleep with the windows open, even in winter. 9. It has not yet struck five. 10. Let Charles buy me three more (= other) stamps.

EXERCISE XXXV.

1. We haven't seen each other for several years, have we? 2. In some way or other it ought to be possible to defer the trip. 3. How long did it take you to go up the mountain? 4. Many folks postpone going to the bathing resorts until mid-summer. 5. It is already beginning to get dark (become night) early. 6. Whether it rain or snow, it doesn't matter. 7. What tall trees! 8. Automobiles travel as fast as trains. 9. Let us walk. 10. Come what may, I shall never believe that this man is bad.

EXERCISE XXXVII.

1. Spaniards have small feet. 2. My head doesn't ache at all. 3. The sick boy was cared for by his aunt. 4. When the doctor had been consulted, I had to go to the drugstore. 5. This lesson is poorly prepared. 6. Do you think you can stand (= bear) it? 7. Why am I not consulted? 8. Didn't she remember your name? 9. Are my hands dirty? 10. She has been told that her husband's illness is not a matter to worry about. 11. Mary will not fail to telephone.

EXERCISE XXXVIII.

1. In the country of the blind the one-eyed man is King. 2. Why is your hair always dishevelled? 3. Do you mean the trunk of a tree or a trunk for clothes? 4. What can you give me that will make me digest what I eat? 5. The teacher made us learn the names of the five fingers. 6. There are five senses without counting common sense. 7. Your lips are not so red as mine. 8. Every child that doesn't talk is not mute. 9. What is the use of a long nose? 10. Let's see if you can move your little finger without moving the rest.

EXERCISE XXXIX.

1. It is easy to be mistaken. 2. It is easy for him to be mistaken. 3. I have just learned that Alexander married the widow of an old chum of yours. 4. In short, the more languages one learns, the easier it is to learn them. 5. Excepting Anna, no one of my daughters is married. 6. The money was all gone before I was able to find anything to do. 7. Both of them are old, but John is younger than his sister. 8. He has always regretted not devoting himself to the study of science. 9. I am told that he insisted on marrying his daughter to a doctor. 10. Always choose (*plu.*) the largest.

EXERCISE XLI.

1. Tell me (*int. sing.*) why. 2. Don't hide (*int. plu.*) 3. Take off (*ord. sing.*) your hat. 4. Don't ever play (*int. plu.*) with that naughty boy. 5. Laugh (*ord. plu.*) at me if you want. 6. Don't lie (*ord. plu.*) to your father. 7. If you (*int. sing.*) do it again, I shall punish you. 8. Give (*int. sing.*) him the ball. 9. Give it to him. 10. I have done nothing of which I ought to be ashamed. 11. Count (*ord. sing.*) from one to one hundred. 12. Just imagine! He asked me for a kiss.

EXERCISE XLII.

1. I should not like to be a shoemaker or a butcher. 2. Translate for me the first part of the lesson. 3. A grocer sells many things besides spices. 4. Have you not been told that Mexican coins are not current in this country? 5. Beans are eaten in Mexico as much as chick-peas in Spain. 6. We find the codfish in the boarding-houses of most countries. 7. Give me the names of a few vegetables. 8. A Spanish duro is worth about an American dollar. 9. I can sell you this trout at four reals a pound. 10. We have tried to make the flowers grow but cannot.

EXERCISE XLIII.

1. Such a small hat is not becoming to such a large woman. 2. In Spain, if one does not bargain one always pays more than the goods are worth. 3. A trout fourteen inches long is not caught every day. 4. In Spain I have bought for 90 centimos linen handkerchiefs that would have cost me 75 cents here. 5. How wide are these sheets? 6. Are you not afraid that on reaching home you will find that this kind of sleeve is no longer in style? 7. I shall not fail to bring you a fan or something equally interesting.

EXERCISE XLIV.

1. The first Spanish theatre was founded in the sixteenth century. 2. Charles the Fifth was the father of Philip the Second. 3. I saw several bull-fighters with their short jackets. 4. The streets of Toledo are narrower than those of the capital. 5. The Sevillan and the Madrilene speak the same language, but aside from this they do not resemble one another. 6. The present Queen of Spain is an Englishwoman. 7. It is possible that Spain may still come to be one of the most important countries of Europe. 8. The new Spain will have to be built upon the public schools.

VOCABULARY

This vocabulary does not include the personal pronouns, the demonstratives, the possessives, or the cardinal numerals. Gender is not given for nouns whose gender is regular by termination or meaning. A few new words are included, for the most part synonyms of words already used in the lessons. Inverted exclamation points and question marks are not used. The dash (—) is used to avoid repetition of the English word whose Spanish equivalent is being given.

ability, habilidad, f.
about, de; cerca de (nearly); — 5 pesetas, cosa de 5 pesetas.
above, sobre; — all, sobre todo.
absent, ausente.
absolutely, absolutamente.
abundance, abundancia.
accompany, acompañar.
according as, according to, según.
account, cuenta; on this —, por esto; on that —, por eso.
ache, dolor, m.; doler.
acquaintance, conocido; make the — of, conocer.
acquainted, be — with, conocer.
act, representar (a play).
acute, agudo.
addition: in — to, además de.
address, dirigirse á.
advance: in —, adelantado.
advantage: be of —, aprovechar.
advise, aconsejar.
affair, caso, asunto.
affirm, afirmar.
afraid: be —, tener miedo, temer.
after, después de (prep.), después que (conj.).
afternoon, tarde, f.; in the —, por la tarde.
afterwards, después.
again, otra vez; eat —, volver á comer.
age, edad, f.; siglo.
ago: a year —, hace un año.
agreeable, amable, agradable.
air, aire, m.; in the open —, al fresco.
Alas! Ay!
Alexander, Alejandro.
all, todo; at —, del todo; — right, Está bien; — that, cuanto, todo lo que; — day, todo el día.
allow, dejar, permitir.
almost, casi.
alms, limosna.
alone, solo.
already, ya.
also, también.
among, entre.
amount, importe, m.; cantidad, f.
Alphonso, Alfonso.
although, aunque.
always, siempre.
American, americano.
and, y (é); — not, ni.
Anna, Ana.
another, otro.
answer, contestar (á), responder (á).
anterior, anterior.
Anthony, Antonio.
antique, antiguo.
anxiety, cuidado.
any, alguno; — at all, cualquier(a), [cualesquier(a).
apartment, habitación, f.
appear, parecer.
appetite, apetito.
apple, manzana.
April, abril, m.
arm, brazo.
arrival, llegada.
arrive (at), llegar (á).
artery, arteria.
as, tan, como; — for, en cuanto á.
ashamed: be —, tener vergüenza.
aside; — from, fuera de.
ask, pedir (á), preguntar (á).
assortment, surtido.
assure, asegurar.

at, á, en; — last, al fin; — all, del todo; — once, luego.
attention, atención, f.; pay — to, hacer caso á.
August, agosto.
aunt, tía.
automobile, automóvil, m.
Autumn, otoño.
avail oneself of, aprovecharse de.
awake, despertarse.

back, espalda (n.), posterior (adj.).
bacon, tocino.
bad, malo.
badly, mal.
baggage, equipaje, m.
bald, calvo.
ball, pelota.
bank, banco; — note, billete de banco.
bargain, regatear.
bath, baño; — room, cuarto de baño.
bathe, bañar (se).
bazaar, bazar, m.
be, ser, estar, haber (impers.); hallarse, encontrarse; — contained in, caber; — glad, alegrarse; — of advantage to, aprovechar; — willing, querer; — with, acompañar; — worried, apurarse.
bean, frijol, m. (Mexico), judía (Spain).
bear, sufrir.
beard, barba.
beau, novio.
beautiful, bello, hermoso.
because, porque; — of, á causa de, con motivo de.
become, hacerse, ponerse; — night, anochecer.
becoming: be —, sentar bien, ir bien, caer bien.
bed, cama.
bed-clothes, ropa de cama.
bedroom, alcoba.
beef, carne, f.; beefsteak, bisté, m.
before, antes de (prep.), antes que (conj.); delante de; day — yesterday, antier; a year —, hacía un año.
beg, suplicar (á), pedir limosna.
beggar, mendigo.
begin, empezar (á).
beginning, principio; — of June, principios de junio.
behind, detrás de (prep.), atrás, (adv.).
believe, creer.
belly, vientre, m.
below, bajo (prep.), abajo, (adv.).
best, mejor.
better, mejor; it is —, vale más; be —, estar mejor de salud; to like —, gustar más.
between, entre.
bicycle, bicicleta.
big, grande, grueso.
bill, cuenta; — of fare, lista de los platos.
birthday, cumpleaños, m.
bit; little —, un poquito.
black, negro; blackboard, pizarrón, m.
blessed, santo.
blind, ciego.
blood, sangre, f.
blue, azul.
board, comida.
boarding-house, casa de huéspedes.
boat: by —, por vapor.
body, cuerpo.
boil, cocer.
bone, hueso.
book, libro; bookseller, librero; bookstore, librería; bookcase, armario.
born: be—, nacer.
both, los (las) dos.
bottle, botella.
box, caja, cajita.
boy, muchacho, niño, chico.
brain, cerebro.
Brazil, el Brasil.
bread, pan, m.
breadth, anchura, ancho.
break, romper.
breakfast, desayuno, desayunarse.
breast, pecho.
breath, breathing, respiración, f.
breathe, respirar.
breeches, pantalón, m.
brick, ladrillo.
bride, novia; bridegroom, novio.

bright, claro; listo (of people).
bring, traer; — up, subir.
broad, ancho.
broth, caldo.
brother, hermano.
build, construir.
building, edificio.
bull, toro; bull-fighting, los toros; bull-fighter, torero.
business, asunto, comercio; — house, casa de comercio.
busy, ocupado; — oneself, ocuparse.
but, pero, sino.
butcher, carnicero.
butter, mantequilla.
buy, comprar.
by, por, de, á fuerza de.

cab, coche, m; cabman, cochero.
café, café, m.
calendar, calendario.
call, llamar; be called, llamarse.
Canada, el Canadá.
candy, dulces (m. pl.).
cape, capa.
capital, capital, f., corte, f.
car, coche, m.
card, tarjeta; visiting —, tarjeta de [visita.
care, cuidado; — for, curar; I don't —, No me importa, Lo mismo me da.
careful: be —, tener cuidado.
carriage, coche, m.; in a —, en coche; ride in a —, pasearse en [coche.
carry, llevar, transportar.
case, caso.
Castile, Castilla.
catalogue, catálogo.
catch, coger; — cold, constiparse, coger un resfriado.
cathedral, catedral, f.
cause, causa, motivo.
cellar, sótano.
cent, centavo.
center, centro.
centime, céntimo.
century, siglo.
certain, cierto, seguro, tal.
chair, silla.
change, vuelta, vueltas; loose —. suelto; cambiar; — cars, cambiar de tren; — clothes, cambiar de traje.
chapter, capítulo.
characteristic, característico.
Charles, Carlos.
cheap, barato.
check, talón, m.; facturar.
cheerful, alegre.
cheese, queso.
chest, pecho.
chicken, pollo.
chickpea, garbanzo.
child, niño; little —, chiquillo.
chin, barba.
chocolate, chocolate, m.
choice, selecto.
choose, escoger.
church, iglesia; in (at) —, en la iglesia; to —, á la iglesia.
circumstance, caso.
city, ciudad, f.
class, clase, f.; first —, de primera [clase.
clean, limpio, limpiar.
clear, claro.
clerk, dependiente.
clever, listo.
climate, clima, m.
clock, reloj, m.
close, cerrar.
cloth, paño (woolen).
clothes, ropa; soiled —, ropa sucia; clothes-press, armario.
cloud, nube, f.
coachman, cochero.
coat: sack —, chaqueta.
cobbler, zapatero.
codfish, bacalao.
coffee, café, m.
coin, moneda.
cold, frío (n. or adj.); constipado, [resfriado.
collar, cuello.
college, colegio.
color, color, m.
come, venir; — in, entrar; — into, entrar en; — down, bajar; — down in price, rebajar; — upon, encontrar, hallar; — up, subir; — out, salir; — back volver; — in! Adelante!

comedy, comedia.
comfort, comodidad, f.
comfortable, comfortable, comodo.
command, mandar.
common, ordinario, común.
companion, compañero.
company, convidados (plu.).
complete, completo.
completely, por completo.
compose (of), componer (de).
concerning, acerca de, con motivo de.
condiment, condimento.
congratulate (on), felicitar (por).
consequently, por consiguiente.
considerably, bastante.
consist (of), consistir (en).
construct, construir.
consult, consultar.
contain, contener.
contained: be — in, caber.
continue, seguir.
contrary: on the —, al contrario.
convenience, comodidad, f.
cook, guisar; cooking, cocina.
cool, fresco.
copper, cobre, m.
Cordova, Córdoba.
corner, esquina (outside); rincón, m. (inside).
corridor, corredor, m.
correspond, corresponder.
cost, costar.
costume, vestido, traje.
cotton, algodón, m.
cough, tos, f., toser.
count, contar.
country, país, m.; tierra, campo.
couple, par, m.; pareja (of persons); married —, un matrimonio.
court, corte, f.; patio.
course, curso; of —, por supuesto; principal —, principio.
cousin, primo, -a.
cover (by), cubrir (de).
cow, vaca; cow-boy, vaquero.
cross, cruz, f.; cruzar.
cry, grito, llorar.
cup, taza.
cupboard, armario.
cure, curar.
current, corriente; be —, correr; — month, mes actual.
custom, costumbre, f.; custom-house, aduana.
cutler, cuchillero.
cutlery store, cuchillería.

danger, peligro.
dare, atreverse á.
date, datar.
daughter, hija.
dawn, amanecer.
day, día, m.; — before yesterday, antier; — after to-morrow, pasado mañana; every —, todos los días; during the —, por el día; this very —, hoy mismo.
dead, muerto.
deaf, sordo.
deal: a great —, mucho.
dear, caro, querido.
December, diciembre, m.
defer, diferir.
degree, grado.
delay, tardar.
delicate, fino.
dentist, dentista.
departure, salida.
depth, profundidad, f.
design, modelo.
desk, mesa de escribir.
dessert, postres (m. plu.).
devote (oneself to), dedicarse á.
die, morir (se).
difference, diferencia; make a —, importar.
difficult, difícil.
digest, digerir.
digestion, digestión, f.
diligent, aplicado.
diminish, rebajar.
dine, almorzar (at noon), comer (at night).
dining-room, comedor, m.
dinner, almuerzo (at noon); comida (at night).
dint: by — of, á fuerza de.
direct, dirigir.
dirty, sucio; make —, ensuciar.
dish, plato.

dishevelled, despeinado.
disobey, desobedecer.
distance, distancia.
distressed; be —, apurarse.
divine, divino.
do, hacer.
Doctor, Doctor.
doctor, médico.
dog, perro, -a.
dollar, duro, peso.
door, puerta; outer —, portal, m.
doubt, duda, dudar.
downstairs, abajo.
dozen, docena.
drawer, cajón, m.
dress, traje, m., vestido.
dress, vestir (se).
dressed in, vestido de.
drink, bebida, beber.
drug store, botica.
dull, triste, sordo.
dumb, mudo.
during, durante, por.

each, cada; —one, cada uno, cada cual; — other, uno á otro.
ear, oreja.
early, temprano; five minutes —, con cinco minutos de anticipación.
earn, ganar.
earth, tierra.
East, el Este.
easy, fácil.
eat, comer.
eatables, comestibles (m. plu.).
Edward, Eduardo.
egg, huevo.
eighth, octavo.
either . . . or, ó . . . ó.
Emma, Manuela.
employee, dependiente, empleado.
empty, desocupado (unoccupied); vacío.
end, fin, m.; terminar, concluir, acabar; — of March, fines de marzo.
England, Inglaterra.
English, inglés, -a.
Englishman, inglés; Englishwoman, inglesa.
enjoy: — oneself, divertirse.
enough, bastante.
enthusiastic (over), aficionado (á).
entire, entero.
entreat, suplicar (á).
entry, corredor, m.
envelope, sobre, m.
equal, igual.
especial especial.
especially, sobre todo, especialmente.
establish, establecer.
estate, hacienda.
Europe, Europa.
even, ni, aun.
evening, noche, f.; in the —, evenings, por la noche; every —, todas las noches.
every, cada, todo; — one, cada uno, cada cual; — day, todos los días.
everybody, todo el mundo.
everything, todo.
examine, registrar.
example, ejemplo.
except, excepting, fuera de, sino.
excess, exceso.
excessive, excesivo.
exchange, cambio, cambiar.
excuse, perdonar.
exercise, ejercicio.
expect, esperar.
expense, gasto; expensive, caro.
exterior, exterior (as noun, m.).
extreme, excesivo.
extremely, muy, sumamente.
eye, ojo.
eye-glasses, anteojos (plu.).

fail: — to, dejar de.
fall, caer; — down, caerse.
family, familia.
famous, famoso.
fan, abanico.
far, lejos; as — as, hasta.
face, cara.
farm, hacienda.
fashion, moda; be the —, estilarse.
fat, gordo.
father, padre.
fault, falta.
favor, favor, m.
fear, miedo, temer.

feather, pluma.
February, febrero.
feel, sentir; — well, sentirse bueno; I don't feel like it, No me da la gana; — the pulse, tomar el pulso.
feeling, tacto.
fever, calentura.
feverish: be —, tener calentura.
few, pocos, -as; a —, algunos, unos.
field, campo.
fifth, quinto.
fiancé, -ée, novio, -a.
fill, llenar.
finally, al fin.
find, hallar, encontrar.
fine, magnífico, fino.
finger, dedo; ring —, dedo anular; middle —, dedo del corazón; index —, dedo índice; little —, dedo meñique.
finish, acabar, terminar, concluir.
first, primer (o), antes.
fish, pescado; — dealer, pescadero.
fish-market, pescadería.
fist, puño.
flee, huir.
floor, piso.
flour, harina.
flower, flor, f.
flushed, encendido.
folks, gente, f.
follow, seguir.
following, siguiente.
fond (of), aficionado á.
food, comestibles (m. plu.).
foot, pie; on —, á pie.
for, por, para, mediante; pues (conj.).
forbid, prohibir.
fore, anterior.
forehead, frente, f.
foreign, extranjero.
foreigner, extranjero, -a.
forget, olvidar (de).
forgive, perdonar.
fork, tenedor, m.
former, antiguo; the —, aquél.
fortnight, quince días.
fortunate, afortunado.
forward, adelante.
found, establecer.
fourth, cuarto.
France, Francia.
free, libre.
freeze, helar.
French, francés, -esa.
Frenchman, Frenchwoman, francés, -esa.
frequently, á menudo.
Friday, viernes, m.
fried, frito.
friend, amigo, -a.
from, de; — . . . to, desde . . . hasta.
front: in — of, delante de.
frontier, frontera.
frost, hielo.
fruit, fruta (picked), fruto (on the tree).
fun: make — of, burlarse de.

gain, ganar.
gay, alegre.
gender, género.
gentleman, señor, caballero; young —, señorito.
genuine, legítimo.
German, alemán, -ana.
Germany, Alemania.
get, buscar (fetch); — to, llegar á; — up, levantarse; — used to, acostumbrarse á; — a suit made, hacer hacer un traje.
girl, muchacha, chica, niña.
give, dar; — a play, representar una comedia.
glad: be —, alegrarse.
gladly, de buena gana: con mucho gusto.
glass, vaso; vidrio (material).
glove, guante, m.
go, ir, andar; — away, marcharse, irse, partir; — back, volverse; — down, bajar; — in, entrar; — into, entrar en; — out, salir; — up, subir; — towards, dirigirse á; — to walk, ir á paseo, dar un paseo; —to ride, pasearse en coche; — over, repasar; — to bed, acostarse.
God, Dios.

gold, oro; golden, de oro.
gone: be all —, concluirse.
good, bueno.
Good bye, Adiós.
goodness, bondad, f.
goods, géneros (m. pl.) cotton —, algodones, tejidos de algodón.
grace, gracia.
grade, grado; nota (in school).
grammar, gramática.
grape, uva.
gray, gris.
great, gran(de).
green, verde.
greens, verdura.
greet, saludar.
grocer, especiero.
grocery, especiería.
guest, huésped; invited —, convidado.
guide, guía.

haggle, regatear.
hair, pelo.
half, medio (adj.); mitad (n. f.).
hall, corredor, m.
ham, jamón, m.
hand, mano, f.; — of a watch, aguja.
handkerchief, pañuelo.
handsome, hermoso.
handwriting, puño, letra.
happen, ocurrir; — to be, encontrarse, hallarse.
happy, feliz.
hard, difícil; work —, trabajar mucho; — cough, fuerte tos; — cold, fuerte constipado.
haste, prisa.
hat, sombrero.
have, tener, haber; — to, tener que; — on, tener puesto; — a headache, tener dolor de cabeza.
head, cabeza.
health, salud, f.; in good —, bueno de salud.
healthy, sano.
hear, oír, entender.
hearing, oído.
heart, corazón, m.
heat, calor, f.; calentar.
heated, encendido, calentado.
heaven, cielo.
heel, talón, m.
height, altura, alto.
Hello! Hola!
help, ayudar; — oneself, ayudarse.
Henry, Enrique.
here, aquí (place where), acá (place to which); — is, aquí tiene Vd.
hide, esconder (se).
high, alto.
higher, superior.
hinder, posterior.
hit, pegar.
hog, cerdo.
holy, santo.
home, á casa (direction); en casa (place where); at —, en casa.
homely, feo.
hope, esperar.
horrible, horrible.
horse, caballo.
horseback: on —, á caballo.
hose, calcetines (m. plu.).
host, huésped.
hotel, hotel, m.
hour, hora.
house, casa; at the —, en casa.
how? cómo? qué? qué tal? de qué modo? de qué manera?
how! cómo! qué! cuánto!
how, como (rel.).
how long? cuánto tiempo?
how much? how many? cuánto, -a, -os, -as.
how much, how many, cuanto, -a, -os, -as.
however, comoquiera que (conj.), sin embargo (adv.).
human, humano.
hunger, hambre, f.
hurry, darse prisa; be in a —, tener prisa.
hurt, dolor, doler; My hand hurts, Me duele la mano.
husband, esposo, marido.

ice, hielo; helado (to eat).
ice-cream, helado.
idea: The —! No faltaba más! Vaya!

if, si; — not, sino.
ill, malo, enfermo.
illness, enfermedad, f.
imagine, figurarse; just —, figúrese Vd.
immense, inmenso.
importance, importancia.
in, en, dentro de; en casa; de (after superl.).
inch, pulgada.
inclination, gana.
indeed! Sí! Vaya!
indicate, indicar.
inferior, inferior.
infinitely, infinito.
inflamed, encendido.
information, informes (m. pl.).
inhabitant, habitante.
ink, tinta.
inkstand, tintero.
inside (of), dentro (de); interior, (m. as noun).
insist (on), insistir, (en).
instance; for —, por ejemplo.
instruction, instrucción, f.
insure, asegurar.
intend, pensar.
interesting, interesante.
interior, interior (m. as noun).
intestines, intestinos (m. pl.).
into, en.
introduce, presentar.
invite (to), invitar (á).
Isidore, Isidro.
Italy, Italia.
Italian, italiano.

jacket, chaqueta..
James, Diego.
janitor, portero, -a.
January, enero.
jewel, alhaja.
John, Juan.
Joseph, José.
journey, viaje, m.
July, julio.
June, junio.

keep, guardar; — on, seguir.
kilogram, kilógramo, kilo.
kind, amable (adj.); clase, f., especie, f., género.
kindness, amabilidad, f.
king, rey.
kiss, beso, besar.
kitchen, cocina.
knock, llamar.
know, saber, conocer; — how, saber.
knowledge, conocimiento.

lace, encaje, m.
lack, falta, faltar.
lady, señora; young —, señorita.
lamb, cordero.
lame, cojo.
land, tierra; native —, patria.
language, lengua, idioma, m.
large, grande.
larger, largest, mayor.
last, último, postrer(o); pasado (past); at —, al fin; — night, anoche.
late, tarde; five minutes late, con cinco minutos de retraso.
latter: the —, éste.
laugh, reír(se); — at, reírse de.
lawful, lejítimo.
lawyer, abogado.
lazy, perezoso.
leap-frog, saltacarnero.
learn, aprender; — about, saber.
learned, sabio.
least: at —, lo menos, á lo menos, por lo menos.
leave, dejar, salir, partir, marcharse, irse; — off, dejar de.
left, izquierdo; on the —, to the —, á la izquierda.
leg, pierna.
legitimate, legítimo.
lemon, limón, m.
lend, prestar.
length, longitud, f.; largo.
less, menos.
lesson, lección, f.
let, dejar, permitir.
letter, carta; — box, buzón, m.; — carrier, cartero.
library, biblioteca.
lie, mentira, mentir; — down, acostarse; — on, estar en.
life, vida.
lift, levantar.

light, claro; luz, f. (noun); encender (vb.).
lighten, relampaguear.
likeable, simpático.
limb, miembro (of body); rama (of tree, etc.)
linen, hilo, lienzo, ropa blanca.
lip, labio.
list, lista.
listen, escuchar.
little, poco (adv.); pequeño, (adj.).
live, vivir.
liver, hígado.
loin, lomo.
long, largo, mucho tiempo; how —? cuánto tiempo?
look, mirar; — at, mirar; — for, buscar; — like, parecer á; — out on, dar á; — over, repasar; Look out! Cuidado!
lose, perder.
Louis, Louise, Luis, Luisa.
love, amor, m.; amar, querer.
lovely, divino, precioso.
low, bajo.
lower, inferior.
lunch, almuerzo, almorzar.
lung, pulmón, m.
lying, mentira.

Madam, Señora.
Madrid: of —, madrileño.
magnificent, magnífico.
mail, correo; — a letter, echar una carta al correo.
majority, mayor parte.
make, hacer; — fun of, burlarse de.
mamma, mamá.
man, hombre; — alive! Hombre!
manner, manera, modo.
many, muchos, -as; so —, tantos, -as.
March, marzo.
mark, nota (in school).
market, mercado.
marry, casar, casarse con.
Mary, María.
master, dueño.
match, fósforo; wax —, cerilla.
mathematics, matemática.
matter, asunto, cosa; to —, importar; dangerous —, cosa de peligro.
mature, maduro.
May, mayo.
meal, comida; meals, la comida.
mean, significar, querer decir.
means: by — of, mediante.
meat, carne, f.; — market, carnicería.
medicine, medicina.
meet, encontrar.
melon, melón, m.
member, miembro (of body); socio (of club, etc.).
mention, mencionar, nombrar.
message, recado.
metal, metal, m.
metre, metro.
Mexico, Méjico.
middle, centro; in the — of, en medio de; — of July, mediados de julio.
midnight, medianoche, f.
midsummer, estío, m.
milk, leche, f.
minute, minuto; this very —, ahora mismo.
Miss, Señorita.
mistake, error, m.
mistaken: be —, equivocarse.
modern, moderno.
moment, momento.
Monday, lunes, m.
money, dinero, moneda.
month, mes, m.; per —, al mes.
more, más; — or less, poco más ó menos.
morning, mañana; in the —, mornings, por la mañana; become —, amanecer.
most, más, mayor parte de.
mother, madre.
motive, motivo.
mountain, montaña; — range, sierra.
moustache, bigote, m.
mouth, boca.
move, andar, mover (se).
much, mucho; very —, muchísimo; so —, tanto; as — as, cuanto, tanto como; too —, demasiado.
muscle, músculo.
museum, museo.

must, tener que.
mute, mudo.

name, nombre, m.; nombrar; What is your —? Cómo se llama Vd.? Cuál es su gracia?
napkin, servilleta.
narrow, estrecho.
national, nacional.
native, natural (n.); — land, patria.
natural, natural.
naughty, malo.
near, cerca de; — by, cerca.
necessary, necesario, preciso.
neck, cuello.
necklace, collar, m.
need, necesitar, hacer falta.
needle, aguja.
negro, negro.
neighbor, neighboring, vecino, -a.
neither, tampoco; — . . . nor, ni . . . ni.
nephew, sobrino.
never, nunca, jamás; — in my life, en mi vida.
nevertheless, sin embargo.
new, nuevo.
news, noticias (plu.); piece of —, noticia.
newspaper, periódico.
next, próximo, siguiente.
nice, simpático.
niece, sobrina.
night, noche, f.; at —, por la noche; last —, anoche; every —, todas las noches; become —, anochecer.
ninth, nono, noveno.
no, no, ningun(o), tampoco; — one, nadie.
nobody, nadie, ninguno.
noise, ruido.
none, ningun(o).
noon, mediodía, m.
North, el Norte.
North America, América del Norte.
nose, nariz, f.
not, no; — ever, no . . . nunca; — anything, no . . . nada; — anybody, no . . . nadie; — either, ni . . . ni, no . . . tampoco.
note, nota, notar.
nothing, nada, no . . . nada.
notice, notar.
noun, sustantivo, nombre.
novelty, novedad, f.
November, noviembre, m.
now, ahora; just —, ahora mismo.
number, número.

obey, obedecer (á).
object, objeto.
occupy, ocupar.
occur, ocurrir.
October, octubre, m.
of, de.
office, despacho, oficina.
often, á menudo.
Oh! Ay!
old, viejo; I am ten years —, Tengo diez años.
older, oldest, mayor.
olive, aceituna; — oil, aceite, m.
omelet, tortilla.
omnibus, ómnibus, m.
on, en, con motivo de; have —, tener puesto.
once, una vez; at —, en seguida, luego.
one, uno, -a; each —, cada uno, cada cual; — armed, manco; — eyed, tuerto.
only, solamente, no más que, no . . . sino.
open, abrir; abierto (adj.); — on, dar á.
or, ó, ú.
orange, naranja.
order, orden, f.; mandar; in — to, para (with inf.), para que (with subj.); In — that, para que.
ordinarily, por lo común.
ordinary, ordinario.
organ, órgano.
other, otro, demás.
otherwise, de otra manera.
Ouch! Ay!
ought, deber.
out of (through), por; go out, salir.
outcome, resultado.
outer, exterior.
outside, fuera (adv.); — of, fuera de; exterior n., m.

over, sobre; be all —, concluirse.
overcoat, gabán, m.
owe, deber.
own, mismo.
owner, dueño.

package, paquete, m.
page, página.
pain, dolor, m., doler.
painting, pintura.
pair, par, m.
palace, palacio.
palm, palma.
pantry, despensa.
paper, papel, m.; blotting —, papel secante.
pardon, perdón, m.
Paris, París.
parlor, sala.
part, parte, f.
pass, pasar.
pattern, modelo.
pay, pagar; — attention to hacer caso á.
peach, melocotón, m.
pearl, perla.
peasant, aldeano.
pen, pluma.
pencil, lápiz, m.
people, pueblo, gente, f., personas, f. plu.
pepper, pimienta, (spice); pimiento, (fruit).
per, por; three times — day, tres veces al día; five pesos per day, cinco pesos por día.
perfectly, perfectamente.
perhaps, quizás, tal vez (often with subj.).
permit, dejar, permitir.
person, persona, f.
Peter, Pedro.
Philip, Felipe.
phrase, frase, f.
physician, médico.
pick, escoger.
piece, bulto; pedazo (broken); trozo (slice, etc.).
pig, cerdo.
place, punto, lugar (n. m.); poner (vb.).
plate, plato.
play, comedia, n.
play, jugar; jugar á (game); tocar (instrument); representar (show).
plaything, juguete, m.
pleasant, agradable, simpático.
please, gustar, placer, hacer el favor, tener la bondad, servirse.
pleasure, gusto, placer, m.
plenty: a —, bastante.
point, punto.
policeman, guardia, m.
polite, cortés; — ly, cortésmente.
pomegranate, granada.
poor, pobre; — in health, malo de salud.
pork, carne de cerdo.
porter, mozo.
postal, postal.
Portuguese, portugués, -esa.
possible, posible.
post-office, correo.
postpone, diferir.
potato, patata.
pound, libra.
pour, echar.
prefer, preferir.
prepare, preparar.
present, actual; at the — time, actualmente.
prescription, receta.
president, presidente.
pretty, bonito.
price, precio.
priest, cura.
principal, principal.
print, imprimir.
private, particular.
probable, probable.
profession, profesión, f.
professor, catedrático.
profit, aprovechar.
prohibit, prohibir.
proprietor, amo, -a.
proverb, refrán, m.
promise, prometer.
public, público.
pulse, pulso.
punish, castigar.
pupil, discípulo (of a teacher); alumno (of a school).
purchase, compra.
pure, puro.
put, poner; — on, ponerse.

quantity, cantidad, f.
quarter, cuarto.
queen, reina.
question, preguntar; ask a —, hacer una pregunta.
quite, bastante.

railroad, ferrocarril, m.
rain, lluvia, llover.
rainy, lluvioso.
raise, levantar.
ranch, hacienda.
rare, raro.
reach, llegar á.
read, leer.
reading, lectura.
ready, listo.
real, legítimo.
rear, posterior.
recall, acordarse de, recordar.
receipt, receta; recibo (for payment).
receive, recibir.
recitation, clase, f.
red, encarnado.
recommend, recomendar.
remove (from), quitar (á), sacar (de).
regret, sentir.
relate, contar.
relative, pariente, -ta.
remain, quedar.
remedy, remedio.
remember, acordarse de, recordar.
remind, recordar.
republic, república.
resemble, parecer á.
resort: bathing —, baños.
responsibility, responsibilidad, f.
rest, descansar.
rest, demás.
restaurant, restaurán, m.
result, resultado.
return, regreso, vuelta; volver(se).
review, repasar.
rich, rico.
ride, paseo; take a —, pasearse (en coche, á caballo, en automóvil, en bicicleta).
right, derecho; on the —, to the —, á la derecha; be —, tener razón.
ripe, maduro.
road, camino: be on the right — to, ir bien para.
roast, asar; — meat, asado; — beef, rosbif, m.
roof, tejado.
room, habitación, cuarto.
rotten, podrido.
royal, real.
rowdy, pillo.
ruin, arruinar.
rule, regla.
run, correr; — away, huir.

sad, triste.
safe, seguro.
Saint, San, m., Santa, f.
salad, ensalada.
salt, sal, f.
same, mismo; it's all the — to me, lo mismo me da.
sample, muestra.
satisfied, contento.
Saturday, sábado, m.
save, salvar; guardar (keep).
saw, sierra.
say, decir; — good bye, despedirse, decir adiós; I should — so! Ya lo creo!
scamp, pillo.
school, escuela; boarding —, colegio.
science, ciencia.
sea, mar, m.
season, estación, f.
seat, asiento.
seated, sentado.
second, segundo (adj. and n.)
see, ver; let's —, á ver.
seek, buscar.
seem, parecer.
select, selecto, escoger.
self, mismo.
sell, vender.
seller, vendedor.
send, enviar, mandar.
sense, sentido.
sentence, frase, f.
September, setiembre, m.
servant, criado, -a; servidor, -a.
serve, servir.

seventh, séptimo, sétimo.
several, algunos, -as.
Seville, Sevilla.
shade, sombra; in the —, á la sombra.
shame, vergüenza.
sharp, agudo.
shawl, manta.
sheet, sábana.
shelf, estante, m.
shirt, camisa.
shoe, zapato; — dealer, zapatero; — store, zapatería.
shop, tienda.
short, corto; bajo (of people); in —, en fin.
shortly, luego.
should, deber (ought).
shoulders, espaldas (f. plu.).
shout, grito.
show, indicar, mostrar, enseñar; — window, escaparate, m.
shower, aguacero.
shut, cerrar; cerrado (adj.).
sick, enfermo, malo.
side, lado; on the other —, al otro lado.
sideboard, aparador, m.
sidewalk, acera.
sight, vista.
signify, significar.
silent, mudo, silencioso.
silk, seda; silken, de seda.
silver, plata.
sin, pecado; pecar (vb.).
since, desde (prep.); desde que (conj.).
sing, cantar.
sister, hermana.
sit: — down, sentarse.
sitting-room, despacho.
sixth, sexto, sesto.
skill, habilidad, f.
skin, cutis, m.
skull, cráneo.
sky, cielo.
sleep, sueño, dormir.
sleeve, manga.
slender, delgado.
slice, trozo.
slowly, despacio.
smell, olfato (sense); olor, m. (odor).
small, chico, pequeño.
smaller, **smallest**, menor.
smart, listo.
smoke, fumar; — a pipe, fumar en pipa.
sneeze, estornudar.
snow, nieve, nevar.
so, tan (adv.); así, por consiguiente (conj.); and —, conque.
society, sociedad, f.
some, algun(o), -a, -os, -as; — or other, alguno que otro.
something, algo, alguna cosa.
somewhat, algo.
son, hijo.
soon, luego, pronto, en seguida, al instante; as — as, luego que; as — as possible, cuanto antes.
sorry: be —, sentir.
soul, alma.
soup, sopa.
sour, agrio.
South, el Sur.
South America, América del Sur, Sud — América.
Spain, España.
Spaniard, español, -a.
Spanish, español, -a.
speak, hablar.
species, especie, m.
spectacles, anteojos, pl.
speech, habla.
speed, velocidad, f.
spell, rato.
spend, gastar, pasar.
spice, especia.
spinal, espinal; — column, espinazo; — cord, médula espinal.
splendid, magnífico.
spoil, arruinar.
spoon, cuchara.
Spring, primavera.
square, plaza; cuadrado (adj.).
stairs, escalera.
stamp, sello.
standing: of long —, antiguo; — up, de pie.

state, estado.
station, estación, f.
stay, estancia; quedar (se); — in bed, guardar cama.
steam, vapor, m.
steamer, vapor, m.; — rug, manta de viaje.
stew, cocido.
stick, pegar.
still, todavía. aún, aun.
stock, surtido.
stomach, estómago, vientre, m.
stone, piedra.
stop, parar, dejar de.
store, tienda; department —, bazar, m.; — keeper, tendero.
story, piso (of a house); cuento (that is told).
stout, gordo.
straight, directo.
straw, paja.
strawberry, fresa.
street, calle, f.; State St., calle del Estado.
street-car, tranvía, m.; in a —, en tranvía.
strike, dar, pegar.
strong, fuerte.
student, estudiante.
study, estudio, estudiar.
stuff, (woven), tejido, tela.
style, modelo, moda (fashion); be in —, estilarse; in the Spanish —, á la española.
such, such a, tal, (plu. tales).
suffer, sufrir.
sugar, azúcar, m.
suit, vestido, traje, m.
summer, verano.
sun, sol, m.; in the —, al sol.
Sunday, domingo.
superior, superior.
sure, cierto, seguro; to be —, claro.
surprise, sorprender.
sweet, dulce; sweets, dulces, m. plu.
sweetheart, novio, -a; corazón, alma, vida (in address).

table, mesa; table-cloth, mantel, m.
tailor, sastre.
take, tomar, quedarse con, llevar; — off, quitar; — up, subir; — out, sacar.
talk, hablar.
tall, alto, grande.
taste, gusto.
tea, té, m.
teach, enseñar.
teacher, maestro, -a.
tear, romper.
teaspoon, cucharilla.
teaspoonful, cucharadita.
telegram, telegrama, m.
telegraph, telegrafiar.
telephone, teléfono, telefonar.
tell, decir, contar; — lies, mentir.
temperature, temperatura.
tenth, décimo.
terrible, horrible.
than, que, de, del que, de lo que.
thank, agradecer, dar las gracias; thanks, gracias.
that, que (conj. or rel.); — which, lo que.
the . . . the, cuanto . . . tanto.
theatre, teatro.
then, entonces, pues.
there, allí (place where); allá (place to which); — is, hay.
thermometer, termómetro.
thick, grueso.
thickness, espesura.
thin, delgado.
thing, cosa; — to worry about, cosa de cuidado.
think, creer, pensar.
third, tercer(o).
thirst, sed, f.
thread, hilo.
throat, garganta.
through, por.
throw, echar.
thumb, dedo pulgar.
thunder, trueno, tronar; — storm, tempestad, f.
Thursday, jueves, m.
thus, así, de esta manera.
ticket, billete, m.
tight, estrecho.

time, tiempo, rato, vez, f.; from — to —, de vez en cuando: at the present —, en este momento, en el momento actual; What — is it? ¿Qué hora es? have a good —, divertirse.
tired, cansado; be —, estar cansado.
tiresome: be —, ser cansado.
to, á
toast, tostadas (f. plu.).
tobacco, tabaco; — store, estanco.
toe, dedo del pie; big —, dedo grande del pie.
to-day, hoy.
tomato, tomate, m.
to-morrow, mañana.
tongue, lengua.
together, juntos, -as.
to-night, esta noche.
too, — much, demasiado.
tooth, diente, m.; muela (molar).
towards, hacia.
towel, toalla.
town, lugar, m.; pueblo.
toy, juguete, m.
train, tren, m.; accommodation —, tren mixto.
translate, traducir.
transport, transportar.
travel, viajar, andar.
traveler, viajero.
traveling-bag, maleta.
treat, tratar.
tree, árbol, m.
trip, viaje, m.
trouble, molestia, molestar; have heart —, estar enfermo del corazón.
trousers, pantalón, m.
trout, trucha.
true, verdadero.
trunk, baúl, m.; tronco.
truth, verdad, f.
try, tratar de.
Tuesday, martes, m.
turn, volver.
twice, dos veces.
two, dos; the —, los (las) dos.

ugly, feo.
umbrella, paraguas, (m. s.).
unbecoming: be —, sentar mal, ir mal, caer mal.
uncle, tío.
under, debajo de.
underclothes, ropa interior.
understand, comprender, entender.
unfortunately, desgraciadamente.
united, unido; the — States, los Estados Unidos.
university, universidad, f.
unless, sin que, si no.
unmarried, soltero, -a.
unoccupied, desocupado.
unripe, verde.
until, hasta (prep.); hasta que (conj.).
up: — to, hasta.
upon, en, sobre.
upper, superior.
upstairs, arriba.
use, uso, emplear; be used to, acostumbrar á.
utensil, utensilio.

various, varios, -as.
veal, ternera.
vein, vena.
velvet, terciopelo.
verb, verbo.
very, muy; I am — cold, Tengo mucho frío.
vice versa, vice versa.
view, vista.
village, pueblo, aldea.
villager, aldeano, lugareño.
vinegar, vinagre, m.
visit, visita, visitar; be on a —, estar de visita.
vital, vital.
voice, voz, f.

wait, esperar, aguardar.
waiter, mozo, camarero.
wake, despertar; — up, despertarse.
walk, paseo; andar á pie; take a —, pasearse, dar un paseo.
want, querer, desear, tener ganas.
wardrobe, armario.
warm, caliente.
wash, lavar (se).
waste, gastar.

watch, mirar; reloj, m.; — maker, relojero; — maker's, relojería.
water, agua.
way, modo, manera; in this —, de este modo, de este manera, así; in another —, de otra manera; in what —? de qué manera? to be on the right — for, ir bien para; this —, por aquí; what —? por dónde? a long — off, lejos; a long —, mucha distancia.
weak, débil.
wearing (dressed in), vestido de.
weather, tiempo.
Wednesday, miércoles, m.
week, semana; a — ago, hace una semana.
weigh, pesar.
weight, peso.
well, bien (adv.); pues (conj.).
West, el Oeste.
what? qué? cómo? cuál?
what, lo que (rel.).
whatever, lo que, cualquiera cosa que.
when? cuándo?
when, cuando.
whenever, cuandoquiera que.
where? dónde?
wherever, dondequiera que.
whether, si.
which? cuál?
which, que, el que, el cual.
whichever, cualquiera que.
while, mientras que (conj.); rato (n.).
white, blanco.
who? quién, quiénes?
who, que.
whoever, quienquiera que.
whole, todo, entero.
wholesome, sano.
whom? á quién?
whose? de quién? cúyo?
whose, cuyo.
why? por qué (cause); para qué (purpose); á qué (with vb. of motion).
why, si.
wicked, feo, malo.
wide, ancho.
widower, **widow**, viudo, -a.
width, anchura, ancho.
wife, mujer, esposa, señora.
will, querer.
wind, viento.
window, ventana.
win, ganar.
wine, vino.
winter, invierno.
wish, desear, querer.
with, con.
within, dentro (adv.); dentro de (prep.).
without, sin (prep.); sin que (conj.).
woman, mujer.
wood, madera; wooden, de madera.
wool, lana; woolen, de lana.
word, palabra.
work, trabajo (n.); trabajar.
world, mundo.
worry, apurarse; don't —, pierda Vd. cuidado.
worse, **worst**, peor.
worth: be —, valer; How much is this —? ¿Cuánto vale esto?
wrapper, sobre, m.
write, escribir.
writing-table, mesa de escribir.

yard, vara (measure).
yarn, hilo.
year, año; three times a —, tres veces al año.
yellow, amarillo.
yes, sí.
yesterday, ayer.
yet, todavía, aún, aun; not —, aun no, todavía no.
young, joven; — man or woman, joven; — chap, mozuelo.
younger, **youngest**, menor.

zero, cero.

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